



TED UNIVERSITY

QUALITY HANDBOOK

INTRODUCTION

TED University is a higher education institution that embraces a culture of continuous improvement in its education, research and development, community engagement, and governance activities, and regards a quality culture as one of the fundamental components of institutional development.

At our University, quality assurance is not limited to evaluation and auditing processes; rather, it is an integrated management approach that supports the achievement of strategic objectives, is based on stakeholder engagement, and is aligned with evidence-based decision-making processes.

This Quality Handbook has been prepared to explain the key components of TED University's quality assurance system, its quality policies, governance structure, and the operation of quality processes. The handbook aims to provide a common framework for quality assurance activities across academic and administrative units, support the dissemination of a quality culture throughout the institution, and guide continuous improvement efforts.

TED University's quality assurance system is shaped by the criteria established by the Higher Education Quality Council (THEQC/YÖKAK), the University's strategic plan, institutional policies, and stakeholder expectations. Within this framework, activities carried out in the areas of education, research and development, community engagement, and governance are monitored, evaluated, and improved based on the Plan–Do–Check–Act (PDCA) cycle.

The principles, approaches, and processes presented in this handbook aim to contribute to the establishment of a shared understanding of quality among all employees, students, and other stakeholders.

1 TEDU STRATEGIC PLAN AND QUALITY INTEGRATION

At TED University, quality management is not merely an auditing tool; it is a fundamental lever used to achieve the vision set forth in the 2023–2027 Strategic Plan. The integration of strategic objectives with quality assurance mechanisms ensures the sustainability of institutional development.

1.1 Vision and Mission

Drawing strength from its founding culture, TEDU offers its students, alumni, employees, and industry partners the opportunity to engage professionally with stakeholders as part of a broad ecosystem. Guided by the vision, mission, and values presented below, TEDU aims to shape and advance its strategic direction.

Vision:

- **Leaving a lasting impact on social development for a sustainable future.**

Mission:

- **Fostering leaders:** We foster entrepreneurial and creative individuals through an educational approach that is integrated with the professional world and prioritizes globalization and social contribution.
- **Producing innovative solutions:** We provide societal benefit by creating solutions to local-global issues with an interdisciplinary approach in a research environment that promotes freedom and creativity.

Core Values

- **Pursuing Excellence:** Achieving the highest level with a transformative approach in all mission pillars.
- **Innovation and Entrepreneurship:** Ensuring the continuity of a productive environment where innovation is encouraged and supported.
- **Sustainability:** Conducting research with a sense of social impact, efficiency and local-global responsibility and generating value that contributes to societal development.
- **Collaboration Culture:** Producing solutions with stakeholders through an agile and lean approach, learning and transforming together with stakeholders.
- **Equality and Inclusivity:** Valuing equal participation, diversity and multiculturalism in all pillars of activity, respecting different perspectives and ideas, fostering a culture of consensus and being open to criticism.
- **Transparency and Accountability:** Commitment to high professional standards and ethical values, being transparent, accountable and reliable with a focus on quality and evaluation culture.

TEDU will continue to be a higher education institution that makes a difference in the eyes of its national and international stakeholders by putting its vision, mission, and core values into practice throughout this strategic planning period, fostering the production of academic knowledge and research, and ensuring the sustainability of success.

1.2 Strategic Goals

TED University (TEDU) is a young and innovative university that brings the long-established educational experience of the Turkish Education Association (TED) into higher education. Founded in 2009 and admitting its first students in the 2012–2013 academic year, TEDU aims to achieve sustainable progress in the areas of education, research, community engagement, internationalization, and institutional development. The TEDU 2023–2027 Strategic Plan serves as the University's institutional roadmap, developed in line with its mission,

vision, core values, and strategic objectives. Prepared with contributions from a wide range of stakeholders, the plan is grounded in a quality assurance approach and aims to sustain a student-centered educational philosophy, innovative learning methods, and a research-oriented development model. As part of the strategic planning process, working groups were established to assess the University's opportunities, risks, and priority areas for development. Based on these assessments, TEDU's key strategic areas were identified.

1. Active/participatory learning with enhanced quality education through scientific and innovative teaching approaches: We are aware that in order to further develop our student-centered and learning-focused approach, which is part of our founding principles, we must adopt innovative and inclusive teaching methods. In this context, we aim to strengthen the quality of education at TEDU by focusing on scientific and innovative teaching approaches, emphasizing the importance of education for sustainability, using digital tools and methods more effectively and collaborating with internal and external stakeholders to implement processes that ensure participatory learning. We are in an era where learning is not limited by the physical walls of classrooms and lecture hours, but happens everywhere and continuously. For a learning process enhanced by real-life experiences, we aim to further develop short- and long-term internships, extracurricular learning models that support institutional learning outcomes, learning approaches that involve community engagement and service and international experiences that will provide our students with free thinking and global perspectives. In this regard, we see community-integrated active participatory learning, based on scientific and innovative teaching approaches, as one of the key strategic pillars of our new strategic period.
2. Innovative, entrepreneurial and high impact research ecosystem: We aim to create a dynamic academic environment at TEDU where research contributing to science at a universal level and producing high-quality outputs is conducted, along with a strong research ecosystem built on fruitful collaborations. In the focus pillars determined by the university with a shared understanding and the fields identified by faculty members, we aim to regularly increase research outputs, preferably through an interdisciplinary approach and to enhance our capacity to create societal impact. During this period, we place great importance on having mechanisms that attract and retain qualified researchers at TEDU and developing networks and collaborations to support this research ecosystem.
3. Taking an active role in social transformation for a sustainable world and creating value: We adopt an approach that prioritizes sustainability and social contribution in all our activities. In this context, we view the development of networks and collaborations to increase our interaction with all stakeholders as one of the most important elements of our corporate governance understanding. At our university, we will work with an approach that also emphasizes social responsibility and entrepreneurship, ensuring that the knowledge produced with our stakeholders transforms into high-quality outcomes and values through multidimensional interaction with society.
4. High international performance and recognition: We aim to increase interaction and collaboration with international stakeholders in the fields of education, research and community service. In order to become an international and multicultural hub within the higher education ecosystem, we aim to diversify and enhance the effectiveness of our activities. To achieve higher visibility in the international arena, we adopt an approach that prioritizes inclusivity and equality for our stakeholders across all pillars of activity.
5. Agile, strong and human-centered institutional governance: We aim to further strengthen our people and value-focused management approach and enhance our capacity to adapt to changes with our unique quality assurance system. In this regard, we aim to develop an environment that ensures continuous improvement in the services provided, emphasizes stakeholder participation and prioritizes the well-being of our employees.

In addition, we aim to strengthen our portfolio of undergraduate and graduate programs, increase the number of accredited programs, expand the use of innovative technologies in the era of digital transformation, and utilize

our resources efficiently. We also seek to develop and update our policies across all areas—particularly human resources, community engagement, and societal impact—in line with the requirements of our new strategy. The contribution of quality assurance mechanisms to achieving the objectives set within the five core strategic areas can be summarized as follows:

Strategic Area	Quality Focus	Strategic Impact
Education	Scientific and innovative teaching	Full transition to the philosophy of “learning anytime, anywhere.”
Research	Entrepreneurial and high-impact ecosystem	Transformation of academic knowledge into economic and societal value.
Societal Transformation	Sustainable value creation	Local solutions to global challenges through the integration of the Sustainable Development Goals (SDGs).
Internationalization	High performance and visibility	Enhanced global recognition as a multicultural center.
Governance	Agile and people-centered model	Increased capacity to adapt to change and improved employee well-being.

1.3 Key Strategies

During the 2023–2027 strategic planning period, TEDU aims to strengthen its founding philosophy and achieve greater visibility and impact in the areas of education and learning, research, community engagement, internationalization, innovation, and entrepreneurship. In this process, the University has identified the following key priorities:

- To educate students as individuals with high human and ethical values, creativity, the ability to dream and the fundamental knowledge necessary for competence in their fields, while preparing them for the global environment of the 21st century.
- To provide the motivating research environment and resources required for scientific production.
- To offer creative solutions to societal problems in the pillars of sustainability and other focus pillars with an entrepreneurial spirit, achieving high impact.
- To provide dynamic and flexible learning opportunities by effectively using technological and digital resources.
- To become part of an effective collaboration/relationship network and be more productive together with stakeholders.
- To provide stakeholders with an international experience through the strengthened TEDU brand.
- To create an inclusive, egalitarian, diverse and libertarian university environment.
- To establish lifelong connections with students.
- To offer lifelong learning opportunities.

These are the priorities. In this strategic plan, in alignment with our vision and mission, five strategic pillars, 18 strategic initiatives and 60 strategic actions have been determined to bring these priorities to life. The explanations of these concepts are as follows:

- Strategic Pillar: These are themes that represent strategies related to the main mission pillars (such as education, research, community service, institutionalization, sustainability, internationalization, etc.).
- Strategic Objective: These are guiding statements that define the desired future position, focusing on addressing deficiencies identified in the current situation analysis or meeting the needs and expectations of our stakeholders and the university. They are related to the main service pillars for which the university is responsible and contribute to the realization of the mission, aligning with the vision and core values. They provide the main framework for strategic actions.
- Strategic Action: These are the proposed steps to achieve the initiatives . They contain high-level information regarding the changes intended to be realized.

The details of the Strategic Pillars, Initiatives and Actions are provided below.

Strategic Pillars	Strate initiatives	Strategic Actions
1. Active/participatory learning with enhanced quality education through scientific and innovative teaching approaches	1.1 Strengthening Undergraduate and Graduate Programs and Increasing Demand	Review and Improvement of Faculty Structures
		Review and Improvement of Master's Programs
		Opening PhD and Integrated PhD Programs Aligned with Research Priorities and External Stakeholder Expectations
		Effective Communication and Promotion with Prospective Students and Educational Institutions
	1.2 Programs with Strong Sectoral Links/Collaborations, Up-to-Date and Accredited	Implementation of a dynamic curriculum in undergraduate and graduate programs that is responsive to global and sectoral changes and adaptable to current developments in the field
		Implementation of an Extracurricular Learning Model Supporting Institutional Learning Outcomes
		Increasing Career Development and Management Support For Students
		Increasing the Number of Accredited Undergraduate Programs
	1.3 Enhancing the Quality of Teaching and Learning and Strengthening Student's Active Participation in Learning	Producing Graduates with Highly Developed Language Skills
		Improving Quality and Efficiency in Teaching
		Widespread Adoption of Evidence-Based, Innovative, High-Impact Learning and Teaching Practices
		Enhancing Stakeholder Participation in the Design, Implementation, Evaluation and Improvement Phases of Teaching and Learning Processes
	1.4 Strengthening Global Learning and Teaching for a Sustainable Future	Systematic Monitoring and Support of the Learning Experience, Institutional Learning Outcomes and Program Learning Outcomes
		Increasing Awareness of the Importance of Global Learning and Teaching for a Sustainable Future
		Incorporating Priority Issues from the UN Sustainable Development Actions (such as climate, poverty, gender equality, migration, etc.) and Competencies for Sustainability into Course Designs
		Ensuring Students Gain a Global Learning Experience
	1.5 Digitally Enhancing Learning and Teaching: Widespread Implementation of Innovative Teaching Approaches	Incorporating Digital Competency Acquisition into Undergraduate Curricula
		Strengthening Digital Course Content
Widespread Adoption of Digital Teaching Methods		
Development of Support and Reward Mechanisms for the Digitization of Teaching and Learning		

Strategic Pillars	Strate initiatives	Strategic Actions
2. Innovative, Entrepreneurial and High-Impact Research Ecosystem	2.1 Development of Mechanisms and Environments to Attract and Retain Qualified Researchers	Creating a Difference and Impact in Innovation, Sustainability and Social Contribution Performance in the Institutional Focused Research Pillars
		Development of the "Leading Researcher Program"
		Implementation of Mechanisms to Enhance Interdisciplinary Research Performance
		Increasing the Quality and Quantity of Research Outputs in Graduate Programs
		Improvement of Incentive Mechanisms to Enhance Research Performance of Academics
		Revision of Appointment and Promotion Conditions to Attract Qualified Academics and Enhancing the Academic Outputs of the Existing Staff
	2.2. Enhancing Performance in Innovation, Creativity and Entrepreneurship	Strengthening the Organization of Research Support Structures
		Establishment of New Structures to Enhance Innovation and Entrepreneurship Performance
		Implementation of the Innovative Research and Development Support Fund Program
		Finding Solutions to the Expectations and Problems of External Stakeholders through Educational and Research Projects by Undergraduate and Graduate Students
	2.3 Development of Networks and Collaborations for the Research Ecosystem	Creation of Interdisciplinary and Stakeholder-Based Innovative Product/Service Development and Implementation Platforms
		Increasing high-value, project-based collaborations with companies, public institutions, local governments, universities, research centers, networks and other stakeholders at national and international levels
		Development of Graduate Programs Tailored to the Needs of External Stakeholders and Conducting Joint Research Projects
		Enhancing the University's National/International Network and Recognition Capacity through Scientific Meetings/Conferences

Strategic Pillars	Strate initiatives	Strategic Actions
3. Taking an Active Role in Social Transformation for a Sustainable World and Creating Value	3.1 Adoption of Sustainable Approaches in University	Placing the Sustainable Development Actions at the Core of University
		Increasing the Environmental Sustainability of Campus Activities
		Promoting Activities Focused on Inclusivity, Diversity and Equality Principles
		Strengthening the Vision of a Transparent University with Public Awareness, Accountability and Transparency
	3.2 Strengthening Community Engagement	Developing the Vision of Community Contribution and Aligning Infrastructure with This Vision
		Encouraging Stakeholder Participation in Social Sensitivity, Social Responsibility and Volunteering Activities
		Developing Innovative Programs and Methods to Meet Stakeholder Needs in Continuous and Lifelong Learning
	3.3 Effective Management of the Networks to which the University Belongs	Increasing Digital Engagement with the Community
		Strengthening Engagement with the TED Ecosystem
		Establishing Effective Communication with Students' Families
Developing Sustainable Relationships with Alumni		
		Enhancing Network and Collaboration Management/Governance Effectiveness

Strategic Pillars	Strate initiatives	Strategic Actions
4. High Performance Recognition	4.1 Increasing Interaction and Collaboration with International Stakeholders	Increasing the Capacity for International Collaboration and Fundraising
		Diversifying and Strengthening Activities Aimed at Increasing the Proportion of International Students and Faculty
	4.2 Enhancing International Stakeholder Satisfaction through On-Site Internationalization	Ensuring that All Local Activities Involve International Stakeholders and Improving Equity Performance
		Strengthening Orientation and Mentorship Structures for International Students and Academics

Strategic Pillars	Strate initiatives	Strategic Actions
5. Agile, Strong and Human-Centered Corporate Governance	5.1 Strengthening the Capacity for Organizational Learning, Change and Transformation	Strengthening Organizational Operations for Result-Oriented Governance
		Implementing Innovative Solutions in Organizational Development Pillars
	5.2 Increasing Recognition and Visibility	Improving Corporate Communication and Brand Management Processes
	5.3 Enhancing the Contribution of Technology to Management Processes	Integration of Information Management Systems
		Enhancing the Effectiveness of Technological and Digital Infrastructure Management
	5.4 Improving the Adaptation Capacity of the Quality Assurance System to Changes	Strengthening Integrated Stakeholder Relationship Management
		Strengthening the Quality Assurance Structure and Promoting a Quality Culture
	5.5 Strengthening the Human Resources Management System	Developing Processes that Center on Employees' Well-Being and Promote Creativity and Communication
		Increasing the Effectiveness of Recruitment and Orientation Processes
		Developing a Strong Talent Management Approach to Support the Professional Career Development of Internal Stakeholders

1.4 Key Performance Indicators

The performance tracking of strategic initiatives will be monitored and evaluated through selected indicators.

The details regarding the key performance indicators are as follows:

Strategic Pillars	Strategic Objective	Performance Group	Performance Indicator	
1. Active/participatory education further strengthened in quality through scientific and innovative teaching approaches	1.1 Strengthening Undergraduate and Graduate Programs and Increasing Demand	Student Choice and Retention	Higher Education Institutions Examination Placement Occupancy Rate	
			Overall Scholarship Rate	
			Higher Education Institutions Examination Base Success Ranking Performance	
		Education	Digitalization of Teaching Index Value	
			Graduate Student Ratio	
			Ratio of Courses Using Innovative Teaching Practices	
			Institutional Learning Outcomes Performance	
			Stakeholder Satisfaction	Business Sector Satisfaction with Graduate Competencies
			Graduate Employment and Career Development	Graduate employment rate within 1.5 years
	Marka Değeri ve Tanınırlık/Bilinirlik	Corporate Recognition/Visibility (Reputation) Value		
	1.2 Programs with Strong Sectoral Connections/Collaborations, Current and Accredited	Graduate Employment and Career Development	Graduate employment rate within 1.5 years	
		Social Impact	THE Impact Ranking	
		Brand Value and Recognition/Visibility	Number of Accredited Programs	
		Stakeholder Satisfaction	Business Sector Satisfaction with Graduate Competencies	
	1.3 Enhancing the Quality of Teaching and Learning and Strengthening Students' Active Participation in Learning	Graduate Employment and Career Development	Graduate employment rate within 1.5 years	
		Research Ecosystem	Number of publications per faculty member	
		Stakeholder Satisfaction	Student Satisfaction Rate	
			Business Sector Satisfaction with Graduate Competencies	
	1.4 Strengthening Global Learning and Teaching for a Sustainable Future	Graduate Employment and Career Development	Graduate employment rate within 1.5 years	
		Stakeholder Satisfaction	Business Sector Satisfaction with Graduate Competencies	
	1.5 Digitally Enhancing Teaching and Learning: Widespread Adoption of Innovative Teaching Approaches	Education	Digitalization of Teaching Index Value	
		Graduate Employment and Career Development	Graduate employment rate within 1.5 years	
		Stakeholder Satisfaction	Student Satisfaction Rate	
Business Sector Satisfaction with Graduate Competencies				

Strategic Pillars	Strategic Objective	Performance Group	Performance Indicator
2. Innovative, Entrepreneurial and Socially Impactful Research Ecosystem	2.1 Development of Mechanisms and Environments to Attract and Retain Qualified Researchers	Education	Institutional Learning Outcomes Performance
		Research Ecosystem	Number of publications per faculty member
			Number of Q1 publications per faculty member
			TEDU H-index Value
			The Scientific and Technological Research Council of Türkiye (TÜBİTAK) Discipline-Based Competency Performance (Proportion of First Quadrant Pillars)

			Number of Internationally Funded Projects	
			Number of Accepted TÜBİTAK Projects / Total Number of Faculty Members	
		Creativity and Entrepreneurship	TÜBİTAK Innovative Entrepreneurial University Index Ranking	
		Social Impact	THE Impact Ranking	
	2.2. Enhancing Performance in Innovation, Creativity and Entrepreneurship	Stakeholder Satisfaction		UI GreenMetric Ranking
				Employee Satisfaction Rate
				Number of Internationally Funded Projects
		Research Ecosystem	Number of Accepted TÜBİTAK Projects / Total Number of Faculty Members	
		Creativity and Entrepreneurship	TÜBİTAK Innovative Entrepreneurial University Index Ranking	
		Social Impact	THE Impact Ranking	
2.3 Development of Networks and Collaborations for the Research Ecosystem	Research Ecosystem	Number of Internationally Funded Projects		
		Number of Accepted TÜBİTAK Projects / Total Number of Faculty Members		
	Creativity and Entrepreneurship	TÜBİTAK Innovative Entrepreneurial University Index Ranking		
	Brand Value and Recognition/Visibility	Institutional Recognition/Visibility (Reputation) Value		
Strategic Pillars				
Strategic Pillars	Strategic Objective	Performance Group	Performance Indicator	
3. Taking an Active Role in Social Transformation for a Sustainable World and Creating Value	3.1 Adoption of Sustainable Approaches in University Operations	Social Impact	THE Impact Ranking	
	3.2 Strengthening Interaction with Society		UI GreenMetric Ranking	
	3.3 Effective Management of Networks to which the University Belongs			
Strategic Pillars				
Strategic Pillars	Strategic Objective	Performance Group	Performance Indicator	
4. High International Performance and Recognition	4.1 Increasing Interaction and Collaboration with International Stakeholders	International Performance	International Student Ratio	
	4.2 Enhancing Satisfaction of International Stakeholders through On-Site Internationalization	Stakeholder Satisfaction	Student Satisfaction Rate Employee Satisfaction Rate - Internationalization	
Strategic Pillars				
Strategic Pillars	Strategic Objective	Performance Group	Performance Indicator	
5. Agile, Strong and Human-Centered Corporate Governance	5.1 Strengthening Institutional Learning, Change and Transformation Capacity	Stakeholder Satisfaction	Employee Satisfaction Rate - Transformation Capacity	
	5.2 Increasing Recognition and Awareness	Brand Value and Recognition/Awareness	Corporate Recognition/Awareness (Reputation) Value	
	5.3 Enhancing the Contribution of Technology to Management Processes	Stakeholder Satisfaction	Employee Satisfaction Rate - Digital Transformation	
	5.4 Improving the Adaptation Ability of the Quality Assurance System to Changes		Employee Satisfaction Rate - Quality Assurance Activities	
	5.5 Strengthening the Human Resources Management System		Student Satisfaction Rate	
		Employee Satisfaction Rate - HR		

The main performance groups and performance indicators listed in the table above are presented as follows:

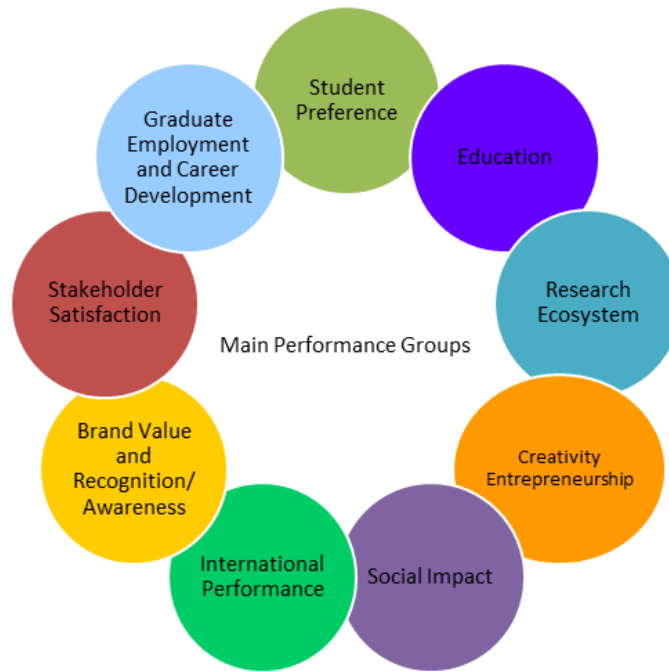


Figure 1. Main Performance Groups

The number of students placed in the top 100,000 in the YKS success ranking	The YKS placement occupancy rate	General scholarship rate	Index value of the digitalization of teaching	The proportion of courses that use innovative teaching methods
Institutional learning outcomes performance	Graduate student ratio	Number of publications per faculty member	Number of Q1 publications per faculty member	TEDU H-index value
TÜBİTAK field-based competency performance	Projects funded by external sources	Number of TÜBİTAK projects per faculty member	TÜBİTAK innovative entrepreneurial university index ranking	THE Impact ranking
UI Greenmetric ranking	International student ratio	Number of accredited programs	Corporate Reputation Score	Student satisfaction rate
Employee satisfaction rate	Employer satisfaction rate with graduates' qualifications	The percentage of graduates employed within 1.5 years		

Figure 2. Main Performance Indicators

1.5 Activity Areas, Products and Services, Stakeholder Analysis

A general evaluation of activity pillars, products and services in the context of education, research, community contribution and institutional structure can be summarized as follows.

Table 1. Activity Areas and Product/Service Information

Pillars of Activity	Products/Services
Education-Training	Foreign Language Preparatory Program
	Undergraduate Education
	Postgraduate Education Services (Thesis/Non-thesis Master's - Doctorate)
	International Exchange Programs
	Career Counseling (For Students and Graduates)
Research	Scientific Research Projects
	Scientific Publications
	Postgraduate Thesis Studies
	Scientific Events
	Library Services
	Products Developed as a Result of R&D (Intellectual Property Rights, Patents, etc.)
	Social Innovation and Entrepreneurship Support
	Industry Collaborations through Consultancy and Projects
Contribution to society	Transformation of R&D Outputs into Products and Services
	Lifelong Learning Services
	Cultural, Artistic and Sports Activities
	Events Organized by Student Clubs
	Social Responsibility Projects
	Inclusive and Sustainable Campus
Corporate Service Structure	Student Services
	Services for Academic and Administrative Staff
	Administrative and Support Services
	Financial Support and Procurement Services
	Information and Technology Services
	Quality Assurance Services

Considering the activity areas outlined above, the stakeholder groups consisting of the institutions and organizations with which the University engages at various levels are presented below.

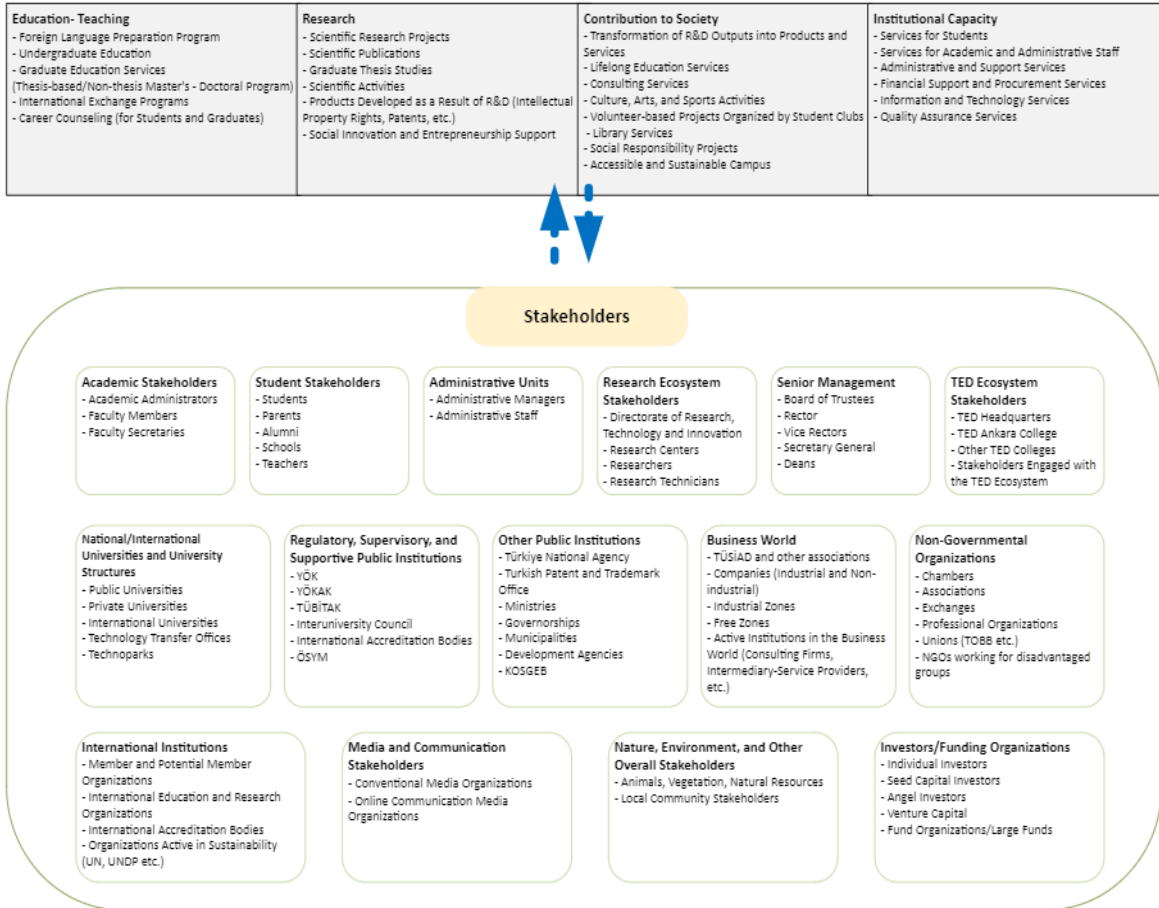


Figure 3. Stakeholder Grouping by Areas of Activity

Stakeholders were evaluated on a five-point scale based on their level of strategic importance and the maturity of the University's service and engagement with them. The results of this assessment are visualized in the figure below. In the figure, the blue line represents the strategic importance level of stakeholder groups, while the orange line indicates the current level of engagement established with those stakeholder groups. The findings highlight a particular need to enhance the quality of engagement with alumni, industry partners, and international stakeholders.

2 POLICIES

2.1 Leadership, Quality, And Governance Policy

In line with TEDU's strategic values, mission, and vision, to enhance institutional capacity and quality culture, and to sustain an agile, people-oriented institutional governance structure based on continuous improvement.

- **Continuous Improvement and Culture of Excellence (PDCA):** We continuously improve our quality standards in all academic and administrative processes through the "Plan-Do-Check-Act" cycle. By integrating approaches such as change management and benchmarking into our quality management system, we strengthen our quality assurance infrastructure.
- **Participatory Governance and Stakeholder Engagement:** We systematically collect feedback from internal and external stakeholders and incorporate it into institutional development and decision-making processes. We ensure a structure in which students are recognized as stakeholders and where university, faculty, and departmental advisory boards operate actively.
- **Public Information and Communication:** In line with the principles of transparency, accountability, and ethical values, we share information regarding institutional performance, strategic goals, and university activities with the public through accessible and reliable communication channels. We adopt a holistic communication approach that strengthens TEDU's institutional reputation and public trust.
- **Change Management, Agility, and Digitalization:** We advocate for an agile structure capable of rapidly adapting to global changes and utilizing digital transformation as a management tool. By using technology and data as strategic assets, we aim to fully align management processes with the requirements of the digital age. Through integrated information management systems, we operate data-driven decision-making mechanisms and support the "self-managing agile teams" approach.
- **People-Oriented Leadership and Employee Well-Being:** We regard the well-being, professional career development, and merit-based employment of our employees as the foundation of institutional success. We are committed to creating an inclusive and equitable institutional climate that encourages creativity and communication.
- **Integrated Perspective Approach:** We prioritize a process-oriented and interconnected content management approach in education, research, and community service activities.

2.2 Education and Teaching Policy

To create and adopt a learner-centered educational environment/culture strengthened by scientific and innovative teaching approaches.

- **Learner-Centered Approach:** We prioritize students' active participation in educational processes, their effective involvement in decision-making processes, and their ability to shape their own learning journeys.
- **Innovative and Active Learning:** We embrace a "learning anytime and anywhere" model supported not only by physical learning environments, but also by internships, co-curricular activities, and digital tools.
- **Competency Orientation:** We support our graduates in becoming individuals who think critically, are creative, adhere to ethical values, and possess advanced digital competencies.
- **Accessibility and Inclusiveness:** By utilizing technological and pedagogical opportunities in education, we ensure equal opportunities and an inclusive learning environment for all students.

2.3 Research and Entrepreneurship Policy

To establish an innovative, entrepreneurial, and socially impactful research ecosystem.

- **Interdisciplinary Approach/Collaboration:** We support joint research areas and centers where different disciplines work together to generate solutions to complex local and global problems.
- **Impact Orientation:** We prioritize transforming research outputs not only into publications, but also into patents, commercialization/licensing, social benefit, and economic value.

- **Qualified Research Ecosystem:** Our main goals are to attract leading researchers to our institution, support young researchers through mentoring, and provide an academic environment that encourages scientific and scholarly productivity.
- **Culture of Collaboration:** By strategically managing university-industry-public sector collaborations, we maximize the use of national and international funding opportunities.

2.4 Social Contribution And Sustainability Policy

To take an active role in social transformation and create value for a sustainable future.

- **Alignment with Global Goals:** We align all our activities with the UN Sustainable Development Goals (SDGs) and manage our campus and processes in line with the vision of a “Sustainable TEDU.”
- **Social Impact and Responsibility:** We utilize the university’s intellectual capacity for the welfare of society through social responsibility projects, volunteer activities, and services aimed at disadvantaged groups.
- **Lifelong Learning:** By offering digital and face-to-face training opportunities for all segments of society, we contribute to upskilling and reskilling processes.
- **Network and Partnership Management:** We value establishing sustainable relationships with alumni, the TED Ecosystem, local governments, and industry partners in order to expand the university’s sphere of social impact.

2.5 Internationalization Policy

To demonstrate high international performance and achieve multicultural and global recognition.

- **Global Engagement:** We establish strong collaborations in education and research with international stakeholders and encourage the mobility of students and academic staff.
- **Internationalization at Home:** We make the campus environment inclusive for international stakeholders and develop course content and social opportunities in line with a multicultural structure.
- **International Recognition:** By increasing our visibility in international accreditations and rankings, we aim to achieve world-class educational quality.
- **Diversity and Equality:** We diversify target regions in international student admissions and staff recruitment while upholding merit and equal opportunity principles.

3 QUALITY MANAGEMENT SYSTEM AND PROCESSES IN HIGHER EDUCATION

A Quality Assurance System is the set of planned and systematic activities carried out to ensure that established quality requirements are met. A Quality Management System, on the other hand, refers to the organizational framework established to manage and control an institution with respect to quality. The primary purpose of this system is to meet stakeholder expectations and ensure continuous improvement. Continuous improvement encompasses activities aimed at enhancing system and process performance in line with defined objectives.

Our University continues its efforts to effectively implement and further develop its Quality Assurance System. The Higher Education Quality Council (THEQC/YÖKAK) is the national quality agency responsible for evaluating the quality of higher education institutions’ educational, research and development, and administrative services, as well as conducting quality assurance, accreditation, and external evaluation processes. Its core responsibilities include carrying out external evaluations of higher education institutions, managing the authorization and recognition of accreditation bodies, and promoting the widespread adoption of a quality assurance culture in higher education.

- **Institutional Self-Evaluation Report (ISER):** The ISER is a self-evaluation report that presents the institution’s annual internal evaluation activities. It guides improvement processes by contributing to the identification of the institution’s strengths and areas for development. Click [here](#) for details. Quality assurance activities in higher education are documented through the ISER and monitoring and evaluation reports prepared annually and submitted to THEQC (YÖKAK). The ISER is prepared each year by the institution to monitor its annual internal evaluation processes and to serve as a basis for Evaluation Programs (Institutional External Evaluation, Institutional Accreditation, Monitoring, and Interim Evaluation). The institution’s ISER is the most significant output of its self-evaluation activities. The information contained in the report must be supported by various documents and evidence ([ref](#)).
- **THEQC (YÖKAK) Institutional Evaluation Programs: Evaluations are conducted under three categories:**
 - **Institutional External Evaluation Program (IEEP):** Higher education institutions that have graduated students are evaluated within the scope of this program. As a result of the evaluation, an Institutional Feedback Report (IFR) is prepared, highlighting the institution’s strengths and areas for improvement.
 - **Monitoring Program:** Higher education institutions that have undergone the Institutional External Evaluation Program are included in a monitoring process for a specified period. During this process, institutions are evaluated with respect to the areas for improvement identified in the IFR.
 - **Institutional Accreditation Program (IAP):** The IAP is an external evaluation method that assesses quality assurance, education and training, research and development, community engagement, and management system processes in higher education institutions. Based on the site visits and reviews conducted within the scope of the program, institutions may be granted full accreditation, conditional accreditation, or denial of accreditation. On August 18, 2021, our University became one of the first three foundation universities in Türkiye to receive five-year full accreditation under the THEQC Institutional Accreditation Program.
- Self-evaluations conducted within the framework of THEQC’s external evaluation programs and the ISER are carried out through a holistic approach based on a total of 14 criteria and 46 sub-criteria under the headings of Leadership, Governance and Quality; Education and Teaching; Research and Development; and Community Engagement.

Table 2. THEQC’s Criterias

Criterion	Sub-Criterion Category	Sub-Criterion
LEADERSHIP, GOVERNANCE AND QUALITY	Leadership and Quality	A.1.1. Governance model and administrative structure
		A.1.2. Leadership
		A.1.3. Institutional transformation capacity
		A.1.4. Internal quality assurance mechanisms
		A.1.5. Public information and accountability
	Mission and Strategic Objectives	A.2.1. Mission, vision, and policies
		A.2.2. Strategic objectives and targets
		A.2.3. Performance management
	Management Systems	A.3.1. Information management system
		A.3.2. Human resources management
		A.3.3. Financial management

Criterion	Sub-Criterion Category	Sub-Criterion	
	Stakeholder Engagement	A.3.4. Process management	
		A.4.1. Internal and external stakeholder engagement	
		A.4.2. Student feedback	
		A.4.3. Alumni relations management	
	Internationalization	A.5.1. Management of internationalization processes	
		A.5.2. Internationalization resources	
		A.5.3. Internationalization performance	
	EDUCATION AND TEACHING	Program Design, Evaluation, and Revision	B.1.1. Design and approval of programs
			B.1.2. Balance of course distribution within the program
B.1.3. Alignment of course learning outcomes with program outcomes			
B.1.4. Student workload-based course design			
B.1.5. Monitoring and revision of programs			
B.1.6. Management of education and teaching processes			
Program Delivery (Student-Centered Learning, Teaching, and Assessment)		B.2.1. Teaching methods and techniques	
		B.2.2. Measurement and assessment	
		B.2.3. Student admission, recognition of prior learning, and credit transfer	
		B.2.4. Certification of qualifications and diploma processes	
Learning Resources and Academic Support Services		B.3.1. Learning environments and resources	
		B.3.2. Academic support services	
		B.3.3. Facilities and infrastructure	
		B.3.4. Disadvantaged groups	
		B.3.5. Social, cultural, and sports activities	
Academic Staff		B.4.1. Recruitment, promotion, and appointment criteria	
		B.4.2. Teaching competencies and professional development	
		B.4.3. Incentives and rewards for educational activities	
RESEARCH AND DEVELOPMENT		Management of Research Processes and Research Resources	C.1.1. Management of research processes
			C.1.2. Internal and external resources
			C.1.3. Doctoral programs and postdoctoral opportunities
	Research Competence, Collaborations, and Support	C.2.1. Research competencies and development	
		C.2.2. National and international joint programs and collaborative research units	
	Research Performance	C.3.1. Monitoring and evaluation of research performance	
		C.3.2. Evaluation of faculty/researcher performance	
COMMUNITY ENGAGEMENT	Management of Community Engagement Processes and Community Engagement Resources	D.1.1. Management of community engagement processes	
		D.1.2. Community engagement resources	
	Community Engagement Performance	D.2.1. Monitoring and evaluation of community engagement performance	

- The primary tool used in evaluation processes is the THEQC Graded Evaluation Rubric. The THEQC Graded Evaluation Rubric is a rubric-based assessment instrument developed for use in higher education institutions’ internal evaluation activities, the preparation of Institutional Self-Evaluation Reports (ISERs), and external evaluation processes. It was developed to enhance clarity, objectivity, comprehensibility, consistency, and transparency in THEQC’s external evaluation and decision-making processes. Within the THEQC Graded Evaluation Rubric, quality assurance processes and mechanisms for each sub-criterion are defined by considering the maturity levels of the PDCA (Plan–Do–Check–Act) cycle stages and are rated on a scale from 1 to 5. The maturity levels assigned to the sub-criteria through this rubric indicate the extent to which the corresponding criteria are fulfilled. The maturity levels of the sub-criteria, as associated with the PDCA cycle, are summarized in Figure 1.

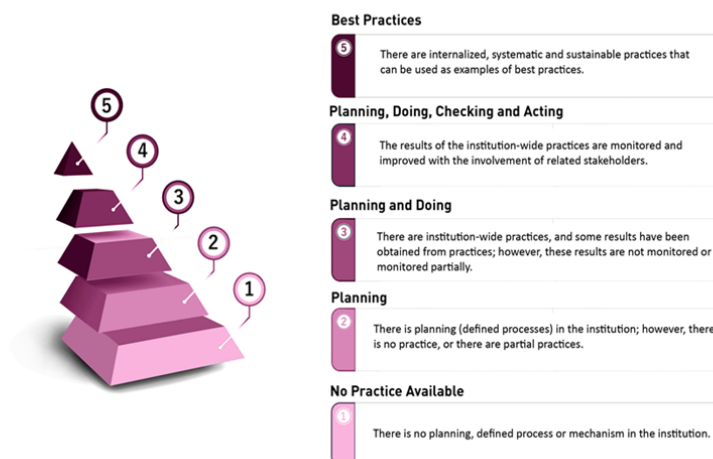


Figure 4. Rating of the Maturity Levels of Sub-criteria via the THEQC Rubric

- **Program Accreditation:** Program accreditation is an external quality assurance process that evaluates whether a higher education program meets established academic and professional standards. [Click here for details.](#)

4 QUALITY ASSURANCE AT TEDU

In line with its Core Values—Pursuit of Excellence, Innovation and Entrepreneurship, Sustainability, a Culture of Collaboration, Equality and Inclusiveness, Transparency and Accountability—TEDU’s quality strategy incorporates the components of “fitness for purpose” and “compliance with international standards.” The purpose is reflected in TED University’s vision, mission, core policies, and their corresponding statements at the faculty and departmental levels. TED University’s internal quality enhancement and assurance mechanisms encompass quality management processes, the strategic plan, policy documents, and activities carried out within the framework of the Institutional Self-Evaluation Report (ISER). TEDU regards quality assurance not merely as a requirement, but as an institutional culture. In this context:

- **Institutional Accreditation:** Maintaining and enhancing the five-year full accreditation status granted by THEQC (YÖKAK) is a fundamental priority.
- **Program Accreditation:** Increasing the number of accredited academic programs is a key objective.
- **Institutional Self-Evaluation Reports (ISERs):** Self-evaluations are conducted through the regular annual preparation of ISERs.

TEDU prioritizes transforming quality processes from a hierarchical burden into an “agile, strong, and people-centered” governance model. The coordination of quality processes at the University is based on a clear distribution of responsibilities. The governance and organizational structure is as follows:

- **Quality Commission:** A commission established to oversee quality assurance activities. It consists of academic and administrative members to ensure the effective and sustainable implementation of quality processes across the University.
- **Institutional Development Office:** A strategic development office that works in collaboration with the Quality Commission on matters such as the implementation of internal and external quality assurance

systems in line with the institution's strategic plan and objectives, and the evaluation of key performance indicators. The Institutional Development Office provides coordination support to ensure that the Quality Commission's activities are carried out in a more systematic manner and disseminated throughout the institution.

To ensure the effective implementation of quality processes, the primary responsibility of all units is to design and carry out their activities in accordance with the PDCA (Plan–Do–Check–Act) Cycle. The PDCA Cycle is a continuous improvement-oriented management model consisting of the stages of planning, implementation, evaluation, and improvement, aimed at systematically solving problems and achieving objectives. At our University, all activities are planned, implemented, measured, and improved based on the results obtained through this cycle. It is a four-stage methodology that enables the continuous improvement of processes.



Figure 5. PDCA Cycle in Quality Assurance Processes

- **Plan:** Identify problems and areas for improvement, define objectives, assign responsibilities, and plan risks and resources.
- **Do:** Implement the planned activities, carry out processes, ensure the necessary coordination, and document experiences and outcomes.
- **Check:** Measure results, evaluate the extent to which objectives have been achieved, and identify deviations.
- **Act:** Implement improvement actions, standardize successful practices, and undertake new planning activities where necessary.

At TED University, the quality assurance approach is based on the continuous improvement of education and teaching, research and development, community engagement, and management processes. In this context, the following aspects are of critical importance to ensure that activities carried out within the University's core mission areas are conducted in an effective, sustainable, and accountable manner. These include:

- Ensuring ownership of quality processes at the unit level and effective change management.
- Prioritizing an evidence-based management approach by linking activities to quality criteria within the framework of process management and the PDCA Cycle.
- Ensuring alignment among the strategic plan, performance indicators, and quality assurance processes.
- Increasing stakeholder participation in decision-making processes and incorporating their feedback into improvement efforts.
- Establishing stakeholder-centered mechanisms based on continuous improvement for the design, implementation, monitoring, and revision of processes.

- Conducting regular monitoring and evaluation activities and integrating the results into decision-making processes.
- Monitoring and enhancing the effectiveness of human resources, financial resources, infrastructure, and support services.
- Recording and reporting evidence related to all activities and strengthening institutional memory.

4.1 Quality Assurance System in Educational Activities

4.1.1 Program Objectives, Learning Outcomes, and Curriculum Development Process

At TED University, the design, implementation, and revision of educational programs are carried out within a systematic and multi-stakeholder governance model that is aligned with the institutional strategic plan (2023–2027), quality assurance policies, and higher education legislation. The Program Educational Objectives and Learning Outcomes, which constitute the foundation of the programs, are determined under the coordination of the Program Education Committees (PECs) based on feedback received from students, alumni, employers, and academic stakeholders, and are aligned with the [Turkish Higher Education Qualifications Framework](#) (TQF).

Developed in line with TEDU’s Liberal Education approach, the Common Core Program (courses coded LIBE and TEDU) is based on a holistic and student-centered educational philosophy that aims to equip students not only with disciplinary knowledge but also with core competencies such as critical thinking, academic communication, ethical awareness, and an interdisciplinary perspective. Courses included in the program are LIBE 110 – Critical Approaches to Humanity, LIBE 120 – Foundations and Frontiers of Science, LIBE 130 – Critical Approaches to Art and Design, LIBE 140 – Critical Approaches to Society and Politics, LIBE 150 – Critical Approaches to World Literature, as well as TEDU 101 – Introduction to University Life, TEDU 102 – Learning Through Community Service, and TEDU 109 – Digital Competency.

In addition, ENG 101 – Academic English I and ENG 102 – Academic English II provide a complementary structure that directly supports the core curriculum by focusing on the development of students’ academic reading, writing, and oral communication skills. Through this integrated structure, students are able to combine the critical and analytical thinking skills developed in LIBE and TEDU courses with academic communication skills, thereby deepening their learning experience.

The relationship between program outcomes and course learning outcomes is systematically monitored and reported through FORM C and FORM D matrices. These matrices are publicly available on the webpages of all academic departments. The program development process is carried out within the framework of the PDCA (Plan–Do–Check–Act) Cycle, and regular improvements are made based on course evaluation reports (Appendices 1.4 and 1.5), student feedback, alumni tracking data, and performance indicators.

Curriculum revisions become effective following the approval processes of the Faculty Boards, Program Education Committees (PECs), and the Senate, thereby ensuring quality assurance at the institutional level.

4.1.2 Course-Level Monitoring Process

Quality assurance at the course level is carried out through a multi-layered and data-driven monitoring system. At the end of each academic term, course-based evaluation processes are conducted; self-evaluations are performed using course evaluation forms, the “1.4 Course Evaluation Report”, and the “1.5 Departmental Course

Evaluation Report,” while quantitative risk management and improvement recommendations are implemented. In addition, student surveys, success rates, and faculty feedback are analyzed holistically.

The findings obtained from these analyses are reviewed by departmental academic boards, and the necessary improvement decisions are communicated to senior management through faculty boards. In the processes of opening, revising, or discontinuing courses, the Course Profile Form is utilized, and these forms are thoroughly examined by the Program Education Committees (PECs) in terms of content, alignment with learning outcomes, and student workload. Decisions made at the end of the process are translated into systematic interventions aimed at enhancing the quality of education and teaching, while the monitoring results provide input for the subsequent cycle.

4.1.3 Student Feedback Process

At TED University, student feedback is regarded as one of the key inputs of the quality assurance system. Student feedback is systematically collected through instruments such as the Entry Survey, Mid-Semester Feedback, Course Evaluation Survey, and Exit Survey.

Through course evaluation surveys administered at the end of each semester, students’ views regarding course content, teaching methods, assessment and evaluation processes, and their overall learning experience are systematically gathered. In addition, through mid-semester feedback mechanisms, students’ perceptions of actual workload and learning experiences are evaluated during the academic term, enabling early intervention through the PDCA Cycle and facilitating dynamic improvements in teaching processes.

The collected data are analyzed at the departmental, faculty, and university levels, integrated into decision-making processes, and shared with relevant stakeholders. This structure ensures the institutionalization of the student-centered approach at the University level and strengthens the culture of continuous improvement.

4.1.4 Student-Centered Approaches

At TEDU, educational processes are designed and implemented based on a student-centered learning approach. Within this framework, active learning, project-based learning, collaborative learning, and experiential learning methods are widely employed. The Service Learning ([TEDU 102](#)) course provides students with a valuable learning experience by enabling them to apply their theoretical knowledge through projects developed to address real-world community needs.

In addition, learning environments are enriched through digital learning platforms, AI-supported teaching applications, and hybrid learning models. The Center for Teaching and Learning ([CTL](#)) contributes to the dissemination of innovative teaching methods by supporting the professional development of faculty members. Our University supports its student-centered educational philosophy not only through classroom-based methods but also through a “Student Satisfaction and Continuous Improvement Ecosystem” that holistically monitors students’ academic and social life cycles. Within this framework, the Student Coordination Office, in coordination with academic units, manages the following processes:

- **Closing the Student Feedback Loop:** Data obtained from mid-semester and end-of-semester surveys are transformed into Student Satisfaction Analysis Reports and communicated to departments by the Student Affairs Coordination Office. These reports ensure that students’ requests and expectations

regarding course content, assessment and evaluation methods, and learning resources are incorporated into improvement processes as concrete evidence.

- **Dynamic Improvement (PDCA):** Processes that reduce student satisfaction or hinder academic performance (e.g., course scheduling conflicts, insufficient course quotas, and administrative barriers in internship processes) are evaluated. In this way, student feedback is utilized not merely as a record but as a real-time “improvement trigger” within educational processes.
- **Integrated Student Experience Management:** Students’ academic development, social activities (Social Transcript), and career goals are monitored through a digital ecosystem (based on the Salesforce platform) established under the coordination of Student Affairs, the Career Center, and the Center for Teaching and Learning (CTL). This integrated structure combines every point of contact throughout a student’s university experience (course registration, internships, social activities, psychological counseling, etc.) and provides a personalized support mechanism.
- **Participatory Decision-Making Processes:** To enhance student satisfaction, the views of student representatives and student clubs are systematically collected during the design and revision of academic programs. The Student Coordination Office serves as a bridge in reflecting these views in the decisions of the Programs and Education Commission, thereby ensuring governance processes are conducted with student-centered transparency.
- **Early Warning and Support:** An AI-supported analytics initiative developed to identify adaptation challenges and course failures during transitions between The English Language School and undergraduate programs is one of the most recent student-centered intervention tools designed to prevent academic loss and maintain student satisfaction.

4.1.5 The English Language Program

The English Language School ([ELS](#)) provides instruction within a modular structure designed to ensure that students acquire the necessary language proficiency before commencing their academic programs. Students are placed at appropriate levels through placement examinations and are subject to multidimensional assessment throughout the process through quizzes, assignments, and proficiency examinations. Both process-oriented and outcome-oriented assessment methods are employed within the program, and achievement criteria are implemented in a transparent and standardized manner. The curriculum and the professional development processes of instructors have been reviewed, and the alignment of the program with the core curriculum has been strengthened. The ELS is closely monitored, particularly with the aim of increasing student engagement and reducing student attrition rates.

4.1.6 Appointment and Promotion Process

The appointment and promotion processes of academic staff are carried out in accordance with institutional quality policies and performance criteria. Educational activities, research outputs, and community engagement contributions are evaluated collectively within these processes. Academic appointments are conducted in accordance with the [TEDU Principles for Academic Appointment and Promotion](#). The revised criteria encompass multidimensional indicators of achievement beyond publication counts, including publication quality, teaching performance, patents, national and international projects, and societal impact. All processes are concluded

through transparent jury evaluations and decisions of the University Administrative Board. In addition to academic performance, high-quality teaching activities are encouraged through initiatives such as the Innovative Teaching Approaches Incentive Award, while faculty members' professional development is supported through training and development programs offered by the Center for Teaching and Learning (CTL).

4.1.7 Staff Competencies

The core competencies expected of academic and administrative staff include a student-centered approach, the use of innovative teaching methods, maintaining English language proficiency, and continuous professional development. To support the development of these competencies, the CTL organizes training programs, workshops, and learning communities for faculty members. In addition, [TEDUyum \(Faculty Orientation Program\)](#) and [TEDU FIT \(Faculty in Training\)](#) programs support the professional development of newly appointed faculty members.

4.1.8 Admission to the University and Transfer Processes

Student admission processes are conducted through centralized placement, transfer admissions, and international student admissions. In exemption and transfer-credit recognition processes, learning outcomes and ECTS compatibility serve as the primary basis for evaluation, and decisions are made by academic boards. The transparency and efficiency of these processes are enhanced through digital application systems.

4.1.9 Student Assessment

Student achievement is monitored through multidimensional assessment and evaluation methods. The assessment process is process-oriented; in addition to examinations, capstone projects, portfolios, and self-assessment methods are utilized. To ensure transparency, pre-announced Rubrics are employed. Providing students with timely and constructive feedback to support the improvement of their performance is considered essential.

4.1.10 Academic Advising

Students' academic development is systematically monitored and supported through academic advisors assigned to each student and through the Student Coordination Office. The advising system plays a significant role in students' academic planning and career development processes. In addition, guidance on topics such as academic ethics, integrity, and information systems is provided through the course "TEDU 101: First-Year Experience at TEDU." Students evaluate academic advising services through surveys following each course registration period. Furthermore, the Student [Mentorship](#) Program, in which volunteer upper-year students mentor newly enrolled students or those taking a course for the first time, contributes to the effective implementation of peer-support mechanisms within TEDU 101: First-Year Experience at TEDU and TEDU 102: Learning Through Community Service.

4.1.11 Student Services

The University provides comprehensive support services, including psychological counseling, career services, and student development seminars, to support students' academic and personal development. Comprehensive support is offered through the [Ayşe İlicak Library](#) (including 24/7 study areas), the [Career](#) Center, and the [Student Development and Psychological Counseling Center](#). In addition, the Accessible TEDU Unit systematically monitors and supports the needs of students with disabilities from the admission stage through graduation.

4.1.12 Participation in Governance

Students are involved in decision-making processes through various committees. Student opinions are collected through focus group meetings and surveys during curriculum revision and program design processes and are reflected in administrative decisions. Education Commissions analyze student feedback and use it as a basis for curriculum revisions. This participation provides valuable input to quality assurance processes and strengthens decision-making mechanisms.

4.1.13 Social and Cultural Activities

At TEDU, students' social and cultural development is regarded as an integral part of the educational experience. More than 600 events are organized annually through over 50 active student clubs and the Directorate of Social and Cultural Affairs. In addition, under the "Sports-Friendly Campus" vision, students are provided with opportunities to participate in approximately 30 sports disciplines, supporting their physical and mental well-being. Through community service activities, [student clubs](#), seminars, and events, students' sense of social responsibility and holistic development are actively promoted.

4.1.14 Campus Resources

At TEDU, educational and learning resources are designed to support high-quality education and to ensure that students actively participate in the learning process with a high level of preparedness. These resources include:

- **Library and Digital Databases:** At the center of the learning environment and resources is the TEDU Ayşe İlicak Library, which serves students, academic staff, and administrative personnel through its open-shelf system and robust library automation system (SirsiDynix). The library provides access to 70,359 electronic journals, 1,084,840 electronic books, 34,854 printed books, 1,388 multimedia publications, and 67 databases. It also offers a variety of study spaces that support group work, quiet individual study, and 24/7 access.
- **Online Learning and Learning Management Systems:** The TEDU Learning Management System (LMS), based on the Moodle platform, is used to manage digital educational resources. Core instructional materials for courses—including articles, lecture notes, presentations, videos, midterm examinations, and other learning resources—are made available to students through the LMS. In addition, the Coursera online learning platform has been integrated into courses through the University's institutional subscription. Students actively benefit from Coursera content as part of their individual study plans and course requirements.
- **Artificial Intelligence in Teaching and Learning:** Through educational materials and various seminars developed by the Center for Teaching and Learning (CTL), numerous resources are produced for both students and faculty members with the aim of enhancing educational quality. Examples include AI-focused instructional resources such as "ChatGPT in Higher Education: Assessment and Academic Integrity," "Educational Artificial Intelligence Tools," and "A Guide to Integrating Artificial Intelligence into Teaching."
- **Physical Learning and Practice Environments:** Laboratories, workshops, and studios play a key role in enabling students to transform theoretical knowledge into practical applications. Among these, the TEDU Garage Workshop, particularly utilized by the Department of Industrial Design, serves as an

important learning resource. These facilities, especially those used by practice-oriented faculties such as Architecture and Design, are equipped with appropriate spaces and technological infrastructure—including projection systems, suitable lighting, and storage units—to support students' creative work.

4.2 Quality Assurance System in Research and Development Activities

4.2.1 Management of Research Processes

TEDU conducts its activities with the objectives of promoting research, utilizing innovative methods and technologies in education, and generating societal impact. While providing faculty members with the infrastructure and support mechanisms necessary to conduct high-quality research, the University approaches research activities within an integrated framework encompassing the creation, dissemination, and transfer of knowledge to society.

By encouraging interdisciplinary research, entrepreneurship, technology transfer, and social innovation, TEDU aims to contribute to the Ankara and regional ecosystem, strengthen university–society engagement, and advance its vision of becoming an innovative university.

In line with these objectives, the Directorate of Research, Technology and Innovation (ATID) provides support and coordination in the areas of research projects, intellectual property rights, entrepreneurship, technology transfer, and social innovation, thereby contributing to the transformation of research outputs into societal and economic value.

TEDU's 2023–2027 Research Strategy aims to establish an innovative, entrepreneurial, and high-impact research ecosystem. Within this framework, the University seeks to increase the volume of high-quality research, foster interdisciplinary collaborations, strengthen mechanisms for attracting and retaining researchers, and sustainably enhance its research capacity. In achieving these objectives, ATID plays a key role in coordination and support.

Projects and Intellectual Property Rights Office: The Office operates to enhance TEDU's capacity to benefit from external funding sources and to support the protection and commercialization of research outputs. It guides faculty members toward appropriate national and international funding programs, provides consultancy throughout project development processes, and disseminates funding opportunities across the University. Within this scope, the Office administers the TEDU-BAP, TEDU-LAD, and Student Conference Participation Support Programs, thereby contributing to the development of research projects by both faculty members and students. In particular, the TEDU-LAD Program encourages undergraduate students to develop a research culture and gain experience in project development and implementation. The Office also coordinates intellectual property processes to ensure that research outputs are evaluated within the framework of patents and other intellectual property rights. Through the receipt of invention disclosures, the conduct of preliminary patent assessments, and the management of eligible patent applications, the Office aims to expand the University's patent portfolio and transform research outputs into societal and economic value.

TEDU Entrepreneurship Office (TEDU-GO): The TEDU Entrepreneurship Office operates to support members of the University community in developing business ideas and gaining experience in entrepreneurship processes. Academic entrepreneurship and company formation activities at the University are carried out through companies established by or involving faculty members, contributing to the strengthening of university–industry collaboration and the transformation of research outputs into societal and economic value. Within the program,

entrepreneurs are provided with foundational entrepreneurship training and one-on-one mentoring support. TEDU-GO also offers training and mentoring services to entrepreneurs under the TÜBİTAK BiGG Program, for which TEDU serves as one of the implementing institutions, thereby supporting the development of technology-based ventures. As a result of these efforts, TEDU, together with the BiGGNITE Consortium, was selected once again as an implementing organization for the TÜBİTAK BiGG Program for the 2026–2028 period.

TEDU Social Innovation Center (İstasyonTEDU): Since 2016, İstasyonTEDU has been operating in the fields of social innovation and social entrepreneurship. The Center implements programs that support students in gaining career and entrepreneurial experiences focused on social impact. One of its flagship initiatives, the Social Impact Internship Program, connects TEDU students with social enterprises and civil society organizations, enabling students to gain experience in social impact-oriented work while helping organizations access qualified human resources. The program is implemented regularly and continuously improved through the participation of diverse stakeholders. In addition, through the Erasmus+ SocialEase Internship Consortium, carried out in collaboration with the TEDU International Programs Office, İstasyonTEDU supports students in undertaking internships at social enterprises and creative industry organizations across Europe. Furthermore, İstasyonTEDU promotes opportunities in social entrepreneurship—including training, mentoring, internship, and award programs—and encourages participation in social innovation activities across the University community through newsletters and communication initiatives.

4.3 Research Resources

Although TEDU has established monitoring and improvement processes regarding the adequacy and diversity of research resources, these processes are managed under two main categories: internal research resources and external research funding sources. The internal and external resources available at TEDU, together with their support mechanisms and comprehensive research support structures, can be summarized under the categories presented below:

4.3.1 Internal Research Resources at TEDU

TEDU allocates an increasing portion of its financial resources each year to enhance the participation of both faculty members and undergraduate students in research activities. This funding is made available to the target groups through the following three main programs:

- **TEDU Institutional Research Funds (TEDU-IRF):** This is the University’s core research funding program, announced annually in March and October, which supports original, innovative, and preferably interdisciplinary research projects aligned with TEDU’s research priorities. The program aims to support research that contributes to the production of scientific knowledge, has intellectual property potential, and can generate impact at the local, regional, or national level. All full-time faculty members are eligible to apply for the TEDU Institutional Research Funds (TEDU-IRF). Project proposals are evaluated by independent reviewers and the BAP Commission through a transparent, traceable, and accountable review process. Projects deemed successful are funded upon approval by the University Executive Board. Funded projects are monitored through interim and final reports, and project outputs and outcomes are evaluated by the IRF Commission before the formal project closure procedures are completed.

- **TEDU Undergraduate Student Scientific Research Fund (TEDU-LAD):** This research support program is designed to encourage undergraduate students to participate in scientific research processes, develop a research culture, and strengthen their interdisciplinary collaboration skills. The program is announced annually in March and October and aims to provide students with experience in research, project management, and teamwork. Project proposals are evaluated by the TEDU-LAD Commission, and projects deemed suitable are funded upon approval by the University Executive Board. Supported projects are monitored through final reports, and their outcomes are systematically evaluated. TEDU-LAD contributes to the early involvement of students in research activities, thereby supporting their participation in conferences, the development of academic networks, and access to graduate education opportunities. To facilitate the effective implementation of the program, application guidelines, workflow documents, datasets, and frequently asked questions (FAQ) resources are prepared by ATID and made available to researchers.
- **Congress Participation Support for TEDU Students (B2024):** To support undergraduate and graduate students in disseminating their research outputs, enhancing their academic visibility, and engaging with researchers in their respective fields, TEDU provides Undergraduate and Graduate Congress Participation Support. Within the scope of this program, students' participation in national and international scientific conferences is financially supported, and the support amounts are updated annually. Applications are submitted through the relevant faculty member, and the process is carried out in accordance with established procedures and workflow guidelines.

4.3.2 External Research Funding Sources

TEDU considers the effective utilization of national and international external funding sources, in addition to internal resources, as a strategic priority for the sustainable development of its research capacity. In this context, calls announced by national and international research funding agencies are regularly monitored by ATID, and general information is disseminated through various communication channels.

The Projects and Intellectual Property Rights Office, operating under ATID, works directly with TEDU faculty members throughout the process of preparing projects for external funding opportunities. The services provided by the Office to TEDU academics during national and international project application processes include the following:

- Monitoring funding calls and disseminating them within TEDU.
- Conducting one-on-one meetings with faculty members to gain a comprehensive understanding of their research areas.
- Identifying funding calls that align with each faculty member's research interests and academic experience.
- Developing roadmaps for grant programs that may support each faculty member's research field.
- Reviewing the project application forms for targeted funding calls, providing feedback, and offering guidance and support during the preparation of project budgets and accompanying documentation.

4.4 Quality Assurance System in Community Engagement Activities

4.4.1 Strategic Framework and Vision

Our University has identified as its core vision becoming an institution that creates impact throughout Ankara through community building, capacity development, and facilitative approaches. In line with the 2023–2027 Strategic Plan, the University aims to assume a leading role in activities that generate societal impact. Within this framework, the following constitute the foundation of its quality approach:

- Internalizing sustainable approaches throughout the University's operations,
- Strengthening engagement with society at a strategic level,
- Aligning and enhancing existing structures (such as Social Innovation, Continuing Education Center (CEC), Research Centers, the Library, İstasyonTEDU and entrepreneurship-focused initiatives, AFETTEK, and similar thematic platforms) in accordance with this vision.

4.4.2 Community Engagement Model and Areas of Implementation

TEDU defines community engagement as a multidimensional value-creation process. This process is built upon a systematic, integrated, and monitorable structure that is closely connected with education and teaching, research, and governance processes.

4.4.3 Core Components of the Model

- Academic Integration: Course-based applications and research projects.
- Social Ecosystem: Student club activities and social responsibility initiatives.
- Institutional Service: Continuing education activities (CEC) and the work of application and research centers.

4.4.4 Global Priority Areas

Our University has identified Sustainability, Environmental and Climate Policies, Reducing Inequalities, and Combating Poverty as priority areas. In accordance with its commitment to the United Nations 2030 Agenda for Sustainable Development, all activities are carried out in full alignment with the Sustainable Development Goals (SDGs).

4.4.5 Governance and Stakeholder Engagement

The governance of community engagement activities is ensured through strategic plan objectives, relevant commissions, and quality assurance mechanisms.

- Institutional Structure: Processes are carried out through the Community Engagement and Sustainability Commission in collaboration with academic units.
- Partnerships: Stakeholder participation and societal benefit are maximized through protocols and collaborations established with national and international institutions.

4.4.6 Quality Assurance, Monitoring, and Continuous Improvement

Community engagement processes are regularly monitored through indicators defined within the framework of the University's Quality Assurance System.

- Measurement and Evaluation: The outputs of activities (graduates, knowledge generated, and projects implemented) are evaluated from the perspective of societal benefit.
- International Benchmarking: Institutional performance is monitored through global ranking systems such as the THE Impact Rankings.

- Reporting and the PDCA Cycle: Activities aligned with the United Nations Sustainable Development Goals (SDGs) are systematically documented and reported. The data obtained provide input for decision-making processes and form the basis for continuous improvement activities conducted within the PDCA (Plan–Do–Check–Act) Cycle.



TED UNIVERSITY

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