SAKARYA UNIVERSITY

EUA
INSTITUTIONAL
EVALUATION PROGRAMME

SELF-EVALUATION
REPORT

2020

European University Association
Institutional Evaluation Programme

SAKARYA UNIVERSITY

SELF-EVALUATION REPORT

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Contents

1. Introduction

1.1.
Sakarya University attaches great importance to evaluation processes both at the departmental and institutional level. Quality practices have long been implemented at our university continuously, and they have been deemed to be a part of the institutional culture. Our university has periodically been evaluated at the institutional level by EFQM, EUA-IEP, and YÖKAK (Turkish Higher Education Quality Council). Recently, an initiative has been launched for all programs' accreditation, and 37 programs have been accredited so far. Sakarya University has embraced the workload in addition to the contributions derived from evaluation processes at all levels. A significant number of models specifically designed for our institution have been developed to maintain systematicity and permanency. These models were initially used as modules, and then integrated into SABİS (Sakarya University Information System). SABİS, which was developed at our university, has become one of the primary tools to implement new policies, spread information, and monitor the implementation processes of the policies in addition to the administrational functions it carries.

1.2.
Sakarya University is a part of the Turkish Higher Education System (See Appendix 1). Fatih Savaşan was appointed as the Rector of Sakarya University on July 15, 2018, by the Turkish President. The historical development of Sakarya University, in a nutshell, is as follows:

- 1970-Sakarya Vocational School of Engineering and Architecture
- 1971-Sakarya State Academy of Architecture and Engineering
- 1982-Faculty of Engineering affiliated to Istanbul Technical University
- July 3, 1992-Foundation of Sakarya University
- May 18, 2018- Sakarya University gave birth to another state university. Sakarya Applied Sciences University was founded by dividing Sakarya University. Many vocational schools and some faculties affiliated to Sakarya University were assigned to the newly-founded university upon its foundation.

Sakarya University is located in the eastern part of the Marmara region that has been industrialized most in Turkey. The distance of the central campus from Istanbul and Ankara are respectively 150 and 310 kilometers. The proximity of our university to major metropolitan cities contributes to its locational attractiveness, and in this way, it is getting easier to reach a qualified labor force. Educational practices have been carried out in 5 different campuses (See Appendix 5). The central campus is located in Serdivan that is approximately 8 km to the city center.

Upon the second university's foundation in our region, some units have been separated from Sakarya University. The units, within which associate, undergraduate, and graduate programs have been located, are as follows (See Appendix 2-organizational scheme):

- Thirteen faculties: Engineering, Computer and Informatics Sciences, Arts and Sciences, Political Sciences, Business, Law, Medicine, Theology, Education, Communication, Health Sciences, Art Design and Architecture, and Dentistry.
- State Conservatory
- Two vocational schools: Health Services, Adapazari (only distance education).
- Six graduate schools: Natural and Applied Sciences, Social Sciences, Educational Sciences, Health Sciences, Middle East, and Business.

Sakarya University employs 1579 academic staff members, 1055 administrative staff members, and educates 52965 students in 2019 (detailed information are presented through the tables in Appendix 4). The webpages of all academic units can be reached through www.sakarya.edu.tr. Sakarya University attaches great importance to quality in education and has pioneered the national attempts to develop a measurable and transparent education system. It has made significant progress in research and development processes as well. The companies are founded by both the industry and faculty members; this initiative enabled the knowledge transfer between university and industry.

1.3.
The members of the committee that is in charge of the management of self-evaluation processes and preparation of the report are as follows:
- Prof. Dr. Barış Tamer Tonguç, Vice-Rector
- Prof. Dr. Ahmet Özmen, Director of Computer Research and Implementation Center
- Prof. Dr. Firdevs Karahan, Dean of the Faculty of Education
- Prof. Dr. Mustafa Cahit Ungan, Director of the Graduate School of Business Management
- Prof. Dr. Mehmet Bayrak, Faculty of Engineering
- Assoc. Prof. Dr. Mehmet Barış Horzum, Students Dean
- Assoc. Prof. Dr. Özer Uygun, Vice Dean of the Faculty of Engineering
- Assoc. Prof. Dr. Hakan Tunahan, Faculty of Business
- Dr. Adem Akbıyık, Vice Dean of the Faculty of Business
- Dr. Aysun Eğrisöğüt Tiryaki, Faculty of Engineering
- Dr. Filiz Şan, Vice Dean of the Faculty of Arts and Sciences
- Merve Tuğçe Dibek - Director of Strategic Planning and Quality Management Systems Unit
- İklima Demirci - Student
- Assoc. Prof. Dr. Esra Tekez – Director of Academic Evaluation and Quality Development
- Dr. Naciye Güliz Uğur - Director of Academic Evaluation and Quality Development (since June 2020)

Meetings launched by the committee first in October were initially held once and then twice a week with the core team members. The members of the core team are Ahmet Özmen, Mehmet Bayrak, Aysun Eğrisöğüt Tiryaki, Merve Tuğçe Dibek, and Esra Tekez. The self-evaluation report was prepared by considering concerns listed in the 2016-feedback report and the improvements in the following areas.

- Governance and Institutional decision-making
- Teaching and learning
- Research
- Service to society
- Quality culture
- Internationalization

In consequence of the COVID-19 pandemic and mobility restrictions, the visit has been postponed to October 2020. The report has been updated in September 2020 based on the recent improvements mentioned in the previous version.

2. Governance and Institutional Decision-Making

2.1.

Sakarya University was ranked as 30 among 125 Turkish higher education institutions in 2015 by URAP (University Ranking by Academic Performance). Between 2016 and 2018, our university's ranking was 30/125, 30/148, 29/157, and 34/166, respectively. In 2020, we were ranked as 26/166. Though the number of higher education institutions in our country is 202, only 166 were considered. Despite a tendency of advancement following the previous EUA-IEP evaluation in the university ranking, the desired rank of 20 could not be achieved. The results of the analyses conducted to reveal the underlying reasons report the following:

1) The partition process of our university in 2018 slightly affected its academic performance.
2) Delays in rectorial change
3) Sakarya University has been affected by political turmoil more compared with other universities

Similarly, according to the results of the evaluations conducted by TÜBİTAK (Turkish Scientific and Technological Research Council), Sakarya University was respectively ranked as 25, 25, and 21 between 2016 and 2018. The index lists the top 50 universities in Turkey as ranked based on their entrepreneurship and innovation performance. Progress was made here despite some challenges mentioned above. This progress has been attributed to Sakarya University attempts on the improvement of knowledge transferring success to the industry

Consequently, the evaluation results prepared by various institutions and agencies are closely monitored by our university's top management and are considered in the following year's planning. Accordingly, in order to improve its place in the ranking, our university has taken the following measures:

1) The academic staff promotion and appointment criteria were updated and validated in January 2020.
2) Undergraduate and primarily graduate programs (in English) were opened to attract successful international students.
3) Outsourced projects are encouraged with promotion and support.
4) Training and workshops of young academic staff on new scientific methods and techniques have been provided.

2.2

The Strategic Plan of Sakarya University prepared for the years 2020-2024 is presented in Appendix-6. The SWOT analysis, which forms the basis of the strategic plan 2020-2024, is also presented in Appendix-7. As a result of the evaluations made in 2019 by taking the stakeholders' opinions, the Mission and Vision statements of the Strategic Plan prepared to cover the years 2020-2024 were updated. The updated "Mission" and "Vision" statements are as follows:

Mission: To raise entrepreneurial individuals who have lifelong learning skills and are equipped with the capability of enriching humanity and producing knowledge, technology, and social service in a universal quality.

Vision: To become a university that shapes the future together with its stakeholders by

producing knowledge and technology in a universal quality.

The core values adopted at the university are as follows:

Core values:

- *Universality of Science*
- *Academic Freedom*
- *Governance*
- *Continuous Improvement*
- *Corporate Transparency*
- *Collaboration with Stakeholders*

2.3.

The number of Senate members has decreased from 61 to 40 after the partition of the university. In the University, the Senate functions as a council where academic activities and operational problems are evaluated weekly and resolved by voting. Units or departments often send in the problems or improvement proposals as official letters, and sometimes as individual applications. Since some of the applications require detailed operational information, relevant boards and commissions investigate them before the Senate. These boards and commissions investigate the issues, suggestions, and problems sent by the Senate or alternative channels and transfer solution proposals to Senate. When the Faculty of Engineering offered an improvement in the internship courses, the Board of Education examines the proposal and establishes the process steps to be integrated into the system. After this improvement was completed, it was submitted to the Senate and become operational upon its acceptance.

2.4.

Students, our most significant stakeholders, participate in the management through the Student Senate (http://ogrsen.sakarya.edu.tr/en). The Student Senate works similar to the Academic Senate and is primarily responsible for collecting students' problems and suggestions and announcing the senior management's decisions to all students through student representatives. The student senate consists of 56 members: representatives of Student Council (27%), Student Groups (27%), international students (11%), successful students (27%), disabled students (4%), student exchange program (2%) and Youth Assembly of City Council at Metropolitan Municipality (2%). Student Council Representatives are assigned by-election.

2.5.

The Student Council has become an established body of the university with a history of about five years. It contributed positively to the decision-making process during the improvement studies and informed the students about the actions. It has become a useful mechanism to overcome students' problems. The student senate's representation rate, whose directive has been updated recently, has also been improved. Also, the Student Council organizes annual workshops with broad participation and contributes to the improvement activities.

2.6., and 2.7.

Some of the topics covered in the Student Council are transferred to the Academic Senate. For example, a large-scale workshop was requested at the student senate meeting in October. This request was discussed at the general senate meeting and concluded positively. At the end of the workshop held on December 4, 2019, the students' opinions and suggestions on education were gathered, and the results were reported to be discussed in the Senate meetings. In this respect, all members of the Student Council act as members of the Senate. One of the Student workshop topics was "positive and negative aspects of education and training, solution proposals and

suggestions for improving the quality of education". During the workshop, a group of participants made recommendations by focusing on "how students can participate in the university".

2.8.
Following the procedure mandated by the related law and regulations, the President appointed the Rector in July 2018.

Also, the university was divided into two universities in 2018. Due to the loss of space and teaching staff in line with the division and the application of new YÖK (Yükseköğretim Kurulu/ Higher Education Council in Turkey) Staff Norms, the desired level of student-academic staff ratio could not be achieved.

Associate and Undergraduate Students are regularly recruited by the Assessment, Selection, and Placement Center (ÖSYM). Student quota is determined by YÖK, which causes an increase in the number of students. However, the quota and selection of graduate students are made by the university.

The decrease in the university budget due to state saving measures is among the administration's difficulties. As a precautionary measure, although we do not have the chance to choose undergraduate students, it has been possible to support the budget by recruiting international students.

2.9.
Strategic meetings at the Rectorate level, and faculty and department meetings continue in the form of institutional culture (see Appendix-3). Decisions of the Senate, the meetings held at the university approximately once a week, are published on the university website. Management has also started to attend faculty and department meetings to facilitate better communication and collaboration with academic staff. Regarding updating the regulations and directives, opinions are received from internal stakeholders regularly. Technological infrastructure is used to exchange views at the highest level. For example, all stakeholders' opinions were taken during the updated strategic plan and mission/vision updates.

2.10.
For the preparation of the Strategic Plan for the years 2020-2024, critical success factors have been updated as follows:
- *Student-centeredness*
- *Academic achievement (publication, awards, grants)*
- *Internationalization*
- *Utilization of the knowledge produced*
- *Dissemination of the knowledge produced*
- *Social benefit*
- *Staff development*
- *Governance*
- *Efficient use of resources*

Change management is seen as a critical success factor in our university. In the new strategic plan, it is considered as a part of "governance". "Social benefit" and "efficient use of resources" have also been included as critical success factors due to the prominence of providing useful services and budgetary constraints,

2.11.

In the mission statement, while updating the strategic plan, lifelong learning and social service have been emphasized. Similarly, the vision has been updated with the emphasis on "production of information and technology" and "guiding the future with its stakeholders". "Institutional transparency" and "collaboration with stakeholders" have also been added to the list of institutional core values.

Incentives are launched for external projects to enrich research activities and increase their number; related announcements are made to ensure engagement. The outsourced projects were recently presented at the Academic Board Meeting, and academics who run these projects were introduced. Also, a committee evaluated the faculties' publications and awarded qualified producers. Their prominence was also increased by raising the score of the project or publications in academic assignment activities.

2.12.

While there were eight strategies and 38 targets in the 2014-2018 strategic plan, five strategies and 23 targets are determined in the new plan, making it easier to monitor. The software systems developed at our university to monitor the targets, the changes are traceable, and precautions can be taken if required.

3. Teaching and Learning

3.1.
After the division into two universities, the number of active undergraduate programs is 145, the number of master programs is 160, and the number of doctoral programs is 84. The total number of programs is 411, with 22 vocational programs. The program interest trends have been attentively monitored by the deans, heads of departments, and the upper management team (rector and vice-rectors). Due to the decreasing interest projection seen across the country, some programs' evening education has been closed. The management leans towards the closure of evening education programs to increase student quality and transfer evening class effort to programs taught in English to become more attractive for qualified students. The number of English programs is increased from 6 to 20 in the last five years. The closure of the evening classes enables a sharp decrease in the faculty/student ratio, one of our primary aims to ensure lower student load and qualified teaching and advising service.

3.2.
While the total number of students is 52965, its distribution is 5153 for associate degree students, 41469 for undergraduate students, 4784 for master students, 1559 for doctoral students, and 3045 for international students (see Appendix-4 Table 4.4). The decrease in the number of students after 2018 is due to the university's division. However, in Turkey, since the quotas are determined by the Higher Education Council (YÖK), it is essential to note that the university has limited control over the number of new admittances. On the other hand, Sakarya University opens up some new programs to meet society and industry requirements.

Our university attaches importance to the international student population, and parallel to this, there is an increasing trend in international students. Currently, about 3100 international students have been studying at Sakarya University. The international center directorate has been established to increase international students' number and quality by recruiting qualified candidate students (see studyinsau.sakarya.edu.tr). The aim is to increase the number by at least 50% in two years, emphasizing the quality. Sakarya University has many incoming and outbound students within the scope of Erasmus, Mevlana, and Free Mover exchange programs (see Appendix-4 Table 4.16, 4.17, 4.18). It is a fact that Turkish universities have been receiving a relatively small number of incoming students. Sakarya University aims to increase incoming students by opening up new programs whose instruction languages are English.

3.3.
Our university continues to apply the Bologna process in education and gives ECTS (European Credit Transfer and Accumulation System) label as a diploma supplement. The final audit for the ECTS label was made in 2013, and the process was completed. Recognition of Prior Learning Assessment continues to be held at our university. In order to improve the prior learning assessment process, the exam guideline has been updated.

3.4.
Curricula and program contents are updated every year to reflect new developments and/or technologies in education. Depending on the Rectorate call in May, departments carry out curricula and program content updates. The proposed updates are evaluated by a commission created by the Board of Education, and the changes deemed appropriate are entered into the SABİS system in June.

Since the curricula of some of our faculties (e.g., Education and Theology Faculties) are managed directly by YÖK, changes carried out by the university remain limited. Workshops with broad participation of all stakeholders, including students and industry, have been organized in some curricula and program updates. In 2019, such workshops were held at the Faculties of Engineering and Business. The workshop outcomes were firstly discussed at the Board of Education meetings, and then they are transferred to the Senate's attention.

There are newly introduced admittance processes and lecture types to increase university-industry cooperation and transfer the university's knowledge to the industry. First, separate quotas have been assigned in graduate programs for "experienced students" who are defined as those with at least five years of work experience in an industry with a concrete research proposal aimed to solve industry problems". Second, "Sector Courses" were offered for the first time at the undergraduate level in the academic year 2019-2020 (see Appendix-4 Table 4.11). In this series of courses, an industry offers a course whose content aims to fulfill its needs. Assigned coordinator from the university staff and experts with specified qualifications from industry execute the course together by fulfilling the required procedures. These courses help our students become aware of the industry's work and establish a network with it. Satisfaction surveys have been carried out to be used as the measure the performance of the sector courses. Third, the "Human Resources Professionals Association" (PIKDER) mentorship program has been developed for our senior students. Through this program, the students are guided for career advancement

3.5.
Our university has been a pioneer of applied training and internship models such as 7 + 1 and 3 + 1. The models have been carried out with variations in different units depending on their and the respected industries' needs. For example, the Faculty of Engineering carries this program under the model called "UMDE" (Applied Engineering Experience). The Faculty of Health Sciences runs it as an internship and the Faculty of Education as a teaching practice in K-12 units. All units and industries have observed these models' benefits, and they are imported and implemented by some other universities. Watching the Court of National Accounts' queries, YÖK and the Senate have been making some changes in the models' routines.

Our university places great emphasis on institutional and program-based accreditation, and so far, the number of accredited programs this year has increased to 37 from 34 (http://www.sakarya.edu.tr/tr/sayilerle_sau). It might be necessary to note that the number of accredited programs has been lowered to 34 from 40 due to a newly established state university receiving some accredited programs. It has now increased to 37 with newly accredited programs. With the assessment and evaluation systems' help developed thanks to work carried out in this context, each student can receive a program output outcome report upon graduation.

3.6.
The construction of new buildings that are needed is a problem due to the budget cuts the university has encountered. Consequently, the best is done with the current physical facilities to satisfy the new needs for classrooms and venues. Also, several departments tend to close evening classes. There is also some effort to close some of the evening education programs that decrease the trends of interest. The department of business and recently department of civil engineering are examples. In time, this move will help to improve both physical facilities and education quality.

When Sakarya University students have a specific success rate in their department, they can

have a double major or BA minor in an area they are interested in. Our university has been motivating the departments and preparing definite plans to increase the number of BA minors so that students with different goals toward the job market would find adequate outlets. They encourage efforts ended up with a significant improvement in the program variety; double major programs increased to 95 from 60 in 2020, and BA minor programs are counted as 83, which was 13 in 2019. Student engagement performance was also ranked high as the number of double major students was 50, and it is 162 in 2020, for BA minor number of students raised to 235 from 25. These improvements on both the supply and demand sides are evaluated as interdisciplinary program engagement success.

One of the recent improvements is to group the selective departmental courses so that interested students could specialize in certain fields regulated by the Code of Areas of Interest. This will allow a business school student to specialize (for instance) in marketing, and his/her area of interest will be documented through a certificate upon graduation. 168 areas of interest are listed in 2020, all open for students' application; the number of certificates will start to be reported within two years.

The third improvement to be implemented in the next academic year is the Project of Student R&D Adaptation through which the students with specified success and references will be matched with the projects and faculty members with the projects and will be involved in the projects (more lab experience, more involvement in different phases of any project, adaptation to the industries' R&D plans). This project aims to improve R&D adaptation of the interested and selected students to become better R&D people in both academy and industry.

3.7.
At the beginning of the semester, the departments are evaluated according to matriculation points. Accordingly, we encourage the launching of interdisciplinary programs and closure programs that cannot attract enough students. The programs taught in English are supported to increase the number of international students. Accordingly, some preparations have been made to launch new programs, and the proposals have been sent to YÖK.

Improvements in our information management system (SABİS) continue, and day by day, more information is uploaded to the system by the endeavors of digitalization. SABİS makes it easy to access data and spread them across the institution. For instance, students can see their grades online and monitor their transcripts from the system.

3.8.
The Student Deanery established in 2015 in our university works as an intermediary unit among Student Affairs, teaching staff, and students to ensure that students are happy and have efficient education. The Student Deanery helps the preparation of the academic calendar and ensures that planned activities are undertaken on time by communicating involved units. These efforts contribute to improving the quality of education. The Student Senate that was formed via The Student Deanery helps gather students' views and share the management's decisions with the students.

This year the "Social Transcript" has been launched to encourage students for social activities such as cultural, sportive, and artistic activities. University boards assess these activities and endorse them on the SABIS. Social Transcript has been realized for the first time in Turkey by Sakarya University and has become a model. Abant Izzet Baysal University has launched it, and some other universities have been planning to adopt it.

Out of classroom teaching is supported and encouraged by our university as well. Accordingly, transportation support is provided by Health, Culture, and Sports Unit, and sometimes with the contribution provided by non-governmental organizations and local institutions (governor and mayor offices). Student associations and departmental student bodies easily carry out visits to factories, museums, book fairs, and field investigations.

Activities such as breakfast and thank-you meetings are organized to attract more qualified students to our university. For instance, students admitted to respected departments as their first choice and as the first person and international students with different education levels have been invited to breakfast programs, and their suggestions regarding education and campus environment are taken. Sakarya University Undergraduate and Associate Education and Exams Regulation has been revised. Changes include some elements to enhance education quality, encourage successful students, and provide early signals to students. For instance, a minimum of 1,8 GPA constraint at the end of the fourth semester was introduced to signal students that they might have trouble meeting graduation requirements.

On the condition that they took all the courses and completed them without any disciplinary punishments, except for the summer school, the students whose GPA is minimum 3.00 and maximum 3.49 are awarded an honors certificate, and those whose GPA is 3.50 or more are rewarded with a high honors certificate at the end of each semester.

An application of mentor-mentee has been launched in some of our faculties for counseling purposes. The mentors are assigned automatically by the system and help freshman and sophomores to deal with the university-related challenges. Also, with a system developed under SABİS, a student can get mentorship from any faculty member. This project is currently being applied as a pilot study in the "Faculty of Health Sciences".

3.9.
Through the training on Education Support System, lecturers and instructors were given information about active learning techniques, and this system is enriched to let lecturers and instructors improve themselves. Also, this is a platform in which successful in-class implementations are shared with academic staff.

Considering active learning, "sector courses" offered in both undergraduate and graduate programs and the lecturers from industry are launched to familiarize the students with the applications and set a (role) model for them. There are efforts underway to increase the number of sector courses. The simulation software used in some departments, laboratory courses, and the application classes in workplaces is active learning. Moreover, some quota is set aside for experienced candidates in graduate programs.

Questionnaires are undertaken on SABİS every semester to provide feedback to the lecturers. Each course's contribution level to the program outcomes can be evaluated using SABİS, and course evaluation reports are prepared at the end of each semester. In addition to these, we started to assess the achievements of each student according to program outcomes.

3.10.
As we have regular and evening education programs, our staff's teaching loads can be considered a bit high; however, this is in a trend of decline as some evening education programs were closed, such as those in business and civil engineering departments. Overall, the lecturers

and instructors had 21 teaching hours per week in 2016, while this load decreased to 17 teaching hours last year.

The exmatriculation rate of the students who registered to our university has been presented in Appendix 4 - Table 4.9. As observed in the table, only a small percentage of our students leave our university for some reason. While it was 1.54 in 2016 for undergraduate students, it was 1.17 in 2017, 1.81 in 2018, and 0.43 in 2019. These data are one of the indicators of student satisfaction from the university.

3.11.

SABİS, with all its functions, offers an infrastructure that is as effective as the existing advanced learning management systems (Learning Management Platform) available in the market with all its functions. As a university policy, it offers free lifetime e-mail to every student and announcement throughout their student life. Faculty members can also share course materials over the system, organize assignments, exams, and activities, and conduct assessment and evaluation activities. It is possible to announce to students about the course and make up for the course or complete the missing parts with the virtual classroom application. Also, the new application developed by SABİS for graduate students can make student advisor choices with the E-institute, and the faculty member can enter student requests into the system, and in this way, student-advisor matching is realized. With the SABİS system, the institution's managers can access all the data and information in the institution digitally with the manager notebook component. When all of these are evaluated, SABİS has many learning management systems and contributes to managerial processes.

3.12

In order to attract qualified faculty members and increase the proficiency of faculty members, the followings are carried out:

- The criteria for the promotion and appointment were updated. With the new criteria, the aim has been to provide more incentive to the academic staff conducting more qualified research and publications. In the updated criteria, not only publishing and R&D studies but also activities in the field of education and training are taken into account.
- Various semester success awards are given under the name of SAU Science Art and Young Scientist Awards, Science Award, Art Award, Young Scientist Award, Periodic Achievement Award, using funds within the university to support academic activities.
- The employment of foreign faculty members is deemed essential to help internationalization, increase the number of qualified academic staff, and gain different academic perspectives. For this purpose, the target numbered 1.4 in the Strategic Plan has been determined as "Creating international joint programs to increase the number of international students and faculty members, benefiting from international exchange programs, increasing the number of courses and programs in English". Accordingly, the departments are asked to make preparations to hire foreign academics, and the resulting requests are planned to be converted into job advertisements and shared in relevant places on the university page. In this context, it is worth noting that there are limits on the salary and quota determined and revised by YÖK. Apart from this, foreign faculty members have a chance to come to our university through exchange programs (see Appendix-4).
- In order to balance theory and practice in education, it is ensured that experienced experts come from the sector through sector courses. In sector courses, usually more

than one specialist conducts the course. Also, in many of the courses, the lecturers are encouraged to invite people from industry to share their experience or provide new developments realized in the sector.

3.13.
In order to enrich the learning environments, the following physical infrastructure improvements have been carried out within the campus area:

- Landscape and environmental arrangements reflecting the campus theme have been made by the students' activities and relaxation on the campus area.
- An additional building was built in the library on campus. The new library building was designed to consist of sections to allow group work and was equipped with work desks.
- With Open Access Software provided by YÖK, all educational and research documents (such as books and articles) can be accessed digitally.
- Sensible surface works (such as pavement ramps, market shop entrances, access to student cafeteria, and disabled parking arrangements) were realized for disadvantaged students on campus.

4. Research

4.1.

Starting from September 2018, considering the infrastructure of existing laboratories and researchers and the priorities of Sakarya province, the region, and Turkey, the primary (specialization) research areas (areas that Sakarya University has comparative advantages) are defined as follows: To develop light and superior materials and energy storage systems for the defense industry and automotive industry, cybersecurity, medical materials and agriculture (tissue culture) sector, Islamic Economics and Finance, Turkish world and Turkish diaspora research, Middle East and Ottoman Studies.

4.2.

Research activities and industrial collaborations at our university continue increasingly by the strategic plan. To sustain the improvement in research activities, conduct an outsourced R&D project, or be a researcher has been turned into a critical parameter in career progression. Sakarya University Research and Development Application and Research Center (SARGEM) was established in 2014 to improve quality and quantity research activities. In the laboratories located in this center, studies are carried out on characterization, lithium-ion battery systems, energy-automotive, and seismology. Also, there are R&D projects carried out with industry stakeholders based on faculties. For example, recently, the Toyota factory and the Faculty of Computer and Information Sciences have initiated many project collaborations. Although the number of international symposia participation has decreased due to financial insufficiency, participation in conferences with high prestige in the international arena is continuously supported.

In general, although the university was divided, this has not caused any considerable decrease in the number of publications and projects. The average publication in scientific journals included in SCI, SSCI, and AHCI increased to 0.88 in 2019 (See Appendix-4 Table 4.25).

4.3.

Educational activities still take a considerable time for the academic staff. Some departments close their evening education programs in order to increase the number of R&D activities and publications. In terms of management, the most effective tool for directing academic staff to R&D and increasing the number of projects and publications are the criteria for appointment and promotion. The university gives the incentives provided by YÖK (academic incentives), and the awards are also useful in increasing the number of publications. Turkish publications are mostly published in national indexed journals (such as TR-Directory). Since these journals' publication is among the associate professorship criteria, an increase is expected in Turkish publications. Also, several departments as Library or SAUSEM, organize workshops or education for young academicians to produce qualified publications and enhance their self-development efforts.

4.4.

Program measurement and evaluation processes also generate workload on academics. Information technologies are utilized at the highest level to reduce the workload of these activities on academics.

4.5.

"The Coordination Office for Intellectual and Industrial Property Rights (COIIPR-FSMH)"

established at our university aims to transfer the knowledge produced in SAU into product and to support academicians through the process of application and commercialization of patents. After researchers have their patent ideas reviewed at the Technology Transfer Office (TTO) and COIIPR board, consisting of university researchers, TTO representatives, and consultants from industry, they are offered support throughout the process toward commercialization. If the initial research and resulting patent idea have been evaluated as "having commercialization potential," all the costs of application and monitoring processes of the patents are funded. COIIPR also serves in the commercialization process of the patents.

4.6.

Research and Application Centers have been reviewed since the beginning of 2019 and take the current situation and needs of science and technology, business, and non-governmental organizations into account; some inactive centers have been labeled "passive". If the need once again appears, they will be activated. The establishment of some new centers has been supported. Education and training, research, and application centers have been included in the new Strategic Plan for the first time. Thus, annual goals and objectives, and success criteria for each center have been defined to get traceability:

In Turkey, Research and Application Centers in universities do not have individual research staff separate from the university. That is, faculty members and other research staff of the university can become affiliated with them. For the establishment or formation of research centers at Sakarya University, whether the followings are met is strictly monitored:
● The match between the research and application center's focus and specialization of the staff willing to get affiliated with the proposed center,
● Priorities of the province and region,
● Primary research areas of the country.

Upon the application of any specialization group existing at our university to the Rectorate to establish a research center, the Research and Development (R&D) Strategy Team reviews the application. If the application is positively reviewed as having the potential to become a research center, the proposal to the establishment is brought to the Senate. After it is approved, the decision of the Senate has been sent to YÖK for final approval. Infrastructure support to R&D centers is provided from the University budget or outsourced project budgets. Those Research and Application centers reaching a certain threshold in terms of researchers and inventory, accommodating researchers from different disciplines, and working in line with its strategic goals are positively discriminated in providing infrastructure supports. The Rectorate employs technical staff and experts of all research centers at our university. With a change in our country's personnel law, researchers and experts working in these centers have been put under the same employment category called "teaching staff". This caused some problems in the employment and/or job satisfaction of research staff.

However, researchers can be employed from the scholarship items in the R & D activities' budgets and projects carried out within the center. Higher Education Council (YÖK) provides education and research support to 2000 Ph.D. students studying 100 priority fields. This is called the 100/2000 Project. Doctoral studies carried out in this context affect the quality of the researches in the right way. Within the 100/2000 project scope, 78 doctoral students in 16 priority areas are employed as researchers by our university.

5. Service to Society

5.1.

Service to society; can be classified as educational activities open to the public and support/research activities conducted with local organizations. As part of its educational activities, Sakarya University Continuing Education Application and Research Center (SAUSEM) opens several courses. These courses are open to the public. Apart from this, many "personnel certification" programs are carried out through SAUSEM. Academicians from the university are benefited from these certification programs. The programs include measuring knowledge, skills, and competencies and documenting them by the standards set by different governmental and professional institutions.

Several projects developed within the university are shared with the city's leading public institutions. For example, the governorate, metropolitan municipality, and some other institutions and our university have requested corporate management software to prepare this software package for them. Also, faculty members of our university contribute to the preparation of the city's strategic plan. Sakarya University closely implements some projects, including preparations for earthquakes and other natural disasters and environmental protection and Sakarya Governorship and Sakarya Metropolitan Municipality.

Upon request, the campus facilities and the halls of the Congress Center are open for public events. A shortlist of partners in public events are as follows: Turkey Red Crescent Society, Foundation for Children with Leukemia (LOSEV), the Office of Press and Public Relations, many non-governmental organizations (NGOs) such as Women and Democracy Association (KADEM), Turkish Foundation for Combatting Soil Erosion, Reforestation and the Protection of Natural Habitat (TEMA), Solidarity Association of Environmental Organizations (ÇEKUD). It is worth mentioning that the Faculty of Medicine and the College of Health Sciences is carried out civic, medical screening activities. Sakarya University Foundation also provides some training to the public and K-12 population.

Also, concerts and dance performances are held open to the public by the State Conservatory. Other activities include charity events like collecting books and clothes by Student Communities affiliated to the Directorate of Health, Culture, and Sports (see Appendix-4). Similarly, service to social events held by the Faculty of Health Sciences with the topics such as; "World COPD Day", "Being Disabled and Obesity", "Into a Healthier Future with Youngsters", "Rational Use of Technology by Primary School Students", "Informative Meeting on Stem Cell Donation", "Diabetes Awareness Day". Also, some events organized for high school students are as follows; "Rational Use of Medication", "Use of Addictive Drugs and Water Pipe", "Diabetes and Obesity Awareness Day".

Seminar activities to "creating awareness of earthquake and disaster" are organized by the Disaster and Emergency Management Application and Research Center. The directive that came into force in May 2019 on the establishment, objectives, and working procedures and principles of Sakarya University Natural Disasters Search and Rescue Voluntary Team is a good initiative for Sakarya, located in a region subject to earthquakes.

Sakarya Economic and Social Research Centers (SESAM) has been publishing many types of research and publishing reports on Sakarya's social and economic life, many of which earn the city's governmental bodies' appreciation and NGO's. Examples are as follows; Tradesman

Culture from Tradition to Modernity, A Project on the Memory of the City, A Research on Elderly People Living in Sakarya. (http://sesam.sakarya.edu.tr/)

Some work has also been done in education within the scope of community service. For example, the issuance of social transcripts enables the recognition and systematic record of gains acquired by the students enrolled in Sakarya University as a result of their participation in social activities organized within the university or within public institutions during the period of their study and promoted both serving the community and learning by practicing. Via social transcript, the students who participate in activities such as elderly care and street cleaning are registered by our university to document their activities by the relevant institutions and are certified at the graduation.

5.2.
In addition to theoretical education, sector courses aimed at bringing students together with employers to ensure that they are successful in their workplaces when they graduate were introduced and put into practice for the first time this year. The experienced experts of the companies who pass the eligibility criteria to become a lecturer at our University can carry out an elective course with the coordinator faculty member's support. In this way, students can be aware of the projects carried out in the market, and employers can see the university environment and make new collaborations.

Senior students are mentored by the Human Resources Professionals Association (PİKDER). It has given seminars and held demo interviews in the branch they opened up in the Business School of our university.

5.3. and 5.4.
Within the Technocity, an incubator center functions as an incubator for entrepreneurial students and alumni. Thanks to this center, entrepreneurs with bright ideas, but seeking support can receive initial support to a certain level and join the industry after completing their development. Candidates admitted to the center must complete their development within a certain period. The number of our graduates from the Incubation Center, who founded a company as entrepreneurs, has reached its peak (2016:12, 2017:33, 2018:17 and 2019:12.

Independent Industrialists and Businessmen Association (MÜSİAD) and Sakarya University signed a protocol of "Young Trade Bridge," accommodating the link between industry and international students so that interested companies can hire international students on a part-time basis to increase their international trade capacity. About 20 international students are matched with companies, some of which exported their products for the first time or established factories outside.

MÜSİAD - Sakarya University of Applied Sciences (SUBU) - Sakarya University (SAU) collaboration has been established to develop the entrepreneurship ecosystem and the implementation of innovative business ideas. Social projects such as "Investment Patron - Kim Tutar Seni" have been carried out.

The Entrepreneurship and Project Management course curriculum has been updated and moved to the 3rd grade. In this way, students would become able to use what they learn in this course's graduation project in their senior year. Small and Medium Business Development and Support Administration (KOSGEB) recognizes the Entrepreneurship and Project Management course given at the university and gives certificates to successful students. KOSGEB certificate will

help become eligible to get financial support if the student with a certificate starts a business.

During the strategic plan preparation, external stakeholder views are monitored through PESTLE (Political, Economic, Sociocultural, Technological, and Environmental) analyses. The results are also reflected in education and training plans and programs.

Sakarya University is a member of the Platform of Western Black Sea Universities. Under this platform, regional universities evaluate opportunities and threats by holding meetings at least twice a year. Under this platform, the universities organize career fairs and employer-candidate alumni meetings to turn the platform into enabling the graduates to get jobs. Having 13 members, Sakarya University is one of the three leading universities in this platform considering research capacity, human resources, student body, diversity of programs, and location.

There is a Coordination Office of Career and Talent Management in our university, and this coordination office sends the human resource requests of the companies to the e-mails of our alumni registered in the Graduate Information System (MBS). Between June and September 2019, four companies demanded employees, and MBS turned these requests into announcements and delivered them to potential graduates. This office also follows the announcements of public institutions or the private sector requesting interns, and these announcements are directed to the relevant faculties/departments.

5.5.
Orientation programs are conducted to increase student motivation. The consultancy service has been carried out via a consultancy directive. A living campus project has also been initiated to facilitate more and better areas for the students on the campus.

5.6.
Technocity, the main shareholder of which is Sakarya University, has been newly established. It is a unit that serves both for the companies in it and those in Sakarya. Also, the knowledge produced in the university is transferred to the industry via Technocity. According to the performance evaluation made by the Ministry of Industry and Technology on a national basis, Sakarya Technocity was in the top 26% in 2018 and ranked 14th among 54 technocities. Results for 2019 have not been published yet.
Furthermore, the SODEP project of Technocity, worth 1.5 million Turkish liras, was accepted by the Ministry of Industry and Technology in 2019, and the number of publicly funded R&D projects made within the scope of university-industry cooperation increased from 42 to 48 (an increase of 14%). Also, the number of self-sourced R&D projects made within the scope of university-industry cooperation increased from 39 to 41 (an increase of 5%). In 2019, the number of companies in Technocity had been 101.

5.7.
To accelerate the communication between the business world and the university, "the University- the Business World Coordination Committee" (UNİKUR) has been established. It aims to transfer the knowledge produced at the university to the business world, to disseminate technology as an added value, to identify the problems of the business world, to be a fast solution partner to the problems of the business world and to support the production and development of products with high added value. The Board was composed of the university scientists experienced in the field of business relations and the Technology Transfer Office (TTO) officials, taking into account the interdisciplinary balance.

5.8.

"The Corporate Environment and Waste Management Commission" was established within the Green Campus initiative framework. In this context, a waste management organization was founded within the relevant national and international norms. The Commission observes the disposal of medical wastes, recycling solid wastes, disposal of hazardous wastes, and reducing the carbon footprint occurring at SAU campuses. As of October 2019, 8 tons of paper, 2.5 tons of plastic, 1 ton of metal, 2 tons of glass were separated from mixed wastes and sent to recycling facilities. The laboratories in all departments received training from the competent organizations with which the agreement was made, and an institutional system for waste management was established. Accordingly, five types of waste from laboratories, workshops, offices, and classes have been identified according to the waste management regulation: Chemical wastes from laboratories, fluorescent lamps, cartridges and toners, waste engine oils, and contaminated packaging. These hazardous wastes are collected regularly and sent to the disposal facility. Batteries are collected in collection boxes, and the work on the transfer of the batteries to the authorized organization for disposal continues.

5.9.

Sakarya University Distance Education Center (UZEM) develops distance education methods and provides infrastructure and studio program development support to existing distance education programs. Besides, UZEM provides infrastructure and program development support to other universities and some industrial organizations. Also, there is a training program under the name of "Heart Patients Distance Education Portal" which is open to all. In this training program, heart patients are informed via videos of expert talks and experiences shared.

Some faculty members have recently been publishing their undergraduate course video recordings by opening a channel on YouTube. The university supports the work done. A commission has been formed to create a new policy and incentive mechanisms so that more lecturers could undertake the job. Apart from this, there is a distance learning platform with 7 Open courses created with BAP support under SAUX's name. This platform is open to everyone, and people who are enrolled in the system can participate in the training.

In addition to all of these, video education on different subjects can be taken free of charge in the Language and Video Training Databases section of our university's library page. Off-campus access may be granted to paid resources (such as e-books, articles), granted by the library to university users, after obtaining the necessary permission.

6. Quality Culture

6.1.

In 2018, the University applied for the EFQM Global Excellence Awards. Following a field visit by EFQM Award evaluators on 14-18 May 2018, the university was awarded two achievement awards. The fields of awards given according to the EFQM Excellence model are given in developing enterprise capabilities and adding value for customers. The team has three applications as role models within the University's applications; Sakarya University Information System (SABİS) is a balanced development of the institution based on all fundamental concepts and with a student-oriented education-education approach.

6.2.

The university administration increasingly supports external evaluation activities. For an institution of this size, external evaluation "quality assurance" and "quality management" are essential mechanisms. The culture of quality within the university has been established for a long time and has a corporate organization. Through quality ambassadors in the units, current policies are rapidly spreading to the base. For Quality Assurance, National and international agencies come review and evaluate our training activities. In the European Union integration process, our university is one of the first institutions to implement the Bologna Process in education. External evaluation groups of different institutions can be found frequently on campus. In this context, there were three external evaluation visits to our university programs in 2019. Some of these evaluation visits are the result of new applications, but some are periodic visits. Nineteen program visits are expected in 2020. They are the programs of the Faculty of Engineering, Faculty of Computer and Information Sciences, Faculty of Arts and Sciences, Faculty of Education. The School of Medicine and the Faculty of Theology will also initiate their accreditation processes this year with their related accreditation agencies.

According to the Strategic Plan of the University, annual performance results (realization rates) can be monitored through the Corporate Information Management System. The annual results of the University can be monitored both in unitary and general viewing options via SABİS.

6.3.

Course-instructor and university satisfaction surveys are regularly conducted either online via SABİS or face-to-face. The course-instructor evaluation surveys are conducted through SABİS. The poll vote is carried out as a prerequisite for showing grades to obtain the opinion of all students. This sometimes leads to a decrease in the quality of information produced from the survey. In order to gather reliable information, the number of questions in the survey has been optimally reduced. Also, a sample is selected to reflect the student body and surveyed face-to-face.

Another communication mechanism for student returns is the Dean of Students and the Student Senate. The dean of students carries out mediation activities between the Department of Student Affairs, the academicians, and administrators. In this respect, troubled students or academics seeking support in their struggle to obey the rules and regulations can receive support from the deanery. Also, the Student Senate, which is run by the dean of students, represents the elected and designated members and units and makes an essential contribution to any topic related to student affairs and their well-being on campus. In 2019, the Student Senate met twice and held a workshop with broad participation from different faculties.

The Quality Management Information System (KYBS) developed under SABİS is also open to all university users and non-corporate users 7/24, and complaints, suggestions, and opinions are collected through the system. The message reported to the system is finalized within seven days as per the policy and is followed up by the senior management. The quality unit directs the incoming messages to the interested staff. The messages are answered within the specified time. Some suggestions found useful through the system (idea harvesting) are evaluated by senior management or boards and rewarded if appropriate.

6.4.

The university administration attaches importance to the views of stakeholders and external evaluators. Returns play an essential role in identifying deficiencies and determining the improvement work to be done. For instance, the student course evaluation surveys conducted were too long and tedious; the number of questions was reduced.

In the evaluation of educational programs, national or international program accreditation agencies periodically conduct independent evaluation visits. The reports produced as a result of the evaluation are taken seriously by the entire university administration, and the work to be done is planned at all levels. The program outcomes determined within the accreditation scope must be fully earned to all students. For this purpose, program outcomes are measured and evaluated periodically by reducing them to the course base. In cases where the objectives are not met, the course coordinators who contribute to the program outcomes report their opinions and the necessary measures by making their assessments together with the teams. In the light of these reports, necessary arrangements are being made to reach the targeted level of Program Output.

6.5.

As Research and Development (R&D) studies of academicians (such as projects, publications) can be measured relatively more objectively than educational activities, performance evaluation is made in this field and awarded periodically. The academics are asked to share more documents with students and provide virtual lesson support to increase education quality. The system infrastructure is provided in this regard. Such activities can be monitored over the system quickly. The award program will be launched to benefit from this, efforts to develop a method for identifying the "best educator" are ongoing, and once it is ready.

6.6.

"Quality Ambassadors" have been designated in all units to ensure the university's spread of quality culture. Quality ambassadors coordinate the academic assessment and quality development activities of their units. Quality ambassadors also play an essential role in obtaining and entering the data collected under the strategic plan.

Also, the units carry out accreditation activities related to training processes. Although accreditation brings about a lot of workload on teaching staff, departments make a voluntary effort to become accredited. On the other hand, information technologies are utilized to the maximum extent to reduce the workload arising from the accreditation processes. For example, SABİS automatically compiles many documents requested by accreditation agencies.

7. Internationalization

7.1.
Within the internationalization framework, the university has established a unit called the International Student Center and planned to double the number of international students within three years. Through the restructuring process, the International Student Center was created as a separate structure and separated from the student and academic mobility units (such as Erasmus, Farabi, Mevlana).

7.2.
Following the strategic plan, the International Student Center has undergone a very intensive working process to increase the number and quality of international students studying at our university. In this sense, first of all, our university's websites, which can be considered the windows to the world, have been revised and strengthened (*http://www.sakarya.edu.tr/en; http://studyinsau.sakarya.edu.tr/en).*

Within the framework of a proactive approach, 30 high schools and eight institutions were visited by the central management team in the Balkan countries, including Bosnia-Herzegovina, Montenegro, Serbia, Macedonia, Kosovo, Albania, and Greece, and the university was promoted to senior students and meetings on the ground of cooperation with the authorities were held. Also, institute and foundation principals who serve as the Republic of Turkey's foreign cultural institutions were visited, and potential support issues that can be provided to our university's promotional activities were discussed. Furthermore, within these institutions' educational networks, meetings, and assemblies were held with competent institutions and organizations in education.

Yunus Emre Institutions and Maarif Foundation, both of which have offices and schools abroad, provide a central role providing logistic support for the YÖS (Foreign student selection exam) to be held by our university. They will provide promotion services in addition to the supply of examination centers and examination staff in countries determined based on mutual experience. Positive relations developed with these institutions have been very important that will play a significant role in increasing the number of qualified international students in line with our university's future vision. General meetings are held regularly in separate groups with undergraduate and graduate students, and our students are provided with an environment for direct contact with the Rectorate without intermediaries. Important feedbacks and suggestions are obtained from these interviews that support our future work and target vision.

Our central directorate, which is in close cooperation with institutions that choose students from abroad and provide scholarships on behalf of our country, such as YTB (Turks Abroad and Related Communities) and YÖK, allows qualified students who are determined by being subjected to elimination to be educated at our university. Our directorate, which is in constant and direct communication with the names determined at the level of vice department head from all departments, ensures rapid evaluation of student requests to enable our international students to experience a compatible and significant educational opportunity.

Our university has been starting to organize the yearly YÖS exam as a strategic action to determine the students who can conform to our education quality. The first exam is planned in 2020, about 21 centers around the world. This exam will strengthen our university's reputation at the international level and incorporate qualified graduate and undergraduate students who

will continue their education and research processes.

The strong ties established with the graduates enable them to work as ambassadors for our university. The contributions of our students who graduated from our university in this sense play a central role in making visits abroad more effective and efficient.

Sakarya University hosts many faculty members as the academic staff who received their master's and doctorate degrees abroad. Furthermore, to improve international recognition and cooperation and enrich the educational programs, the departments may request foreign academic personnel and employ them by communicating our Central Directorate. In line with the requests received, foreign academicians' applications have been collected from our university's web pages, and our Central Directorate and more recruits are expected soon.

7.3.
The number of students and faculty members we send with the Erasmus program is determined according to the budget allocated to our university from the European Union funds. In terms of the number of students sent abroad with Erasmus, our university ranks among the top universities in our country. Foreign language skills are among the most important factors to encourage our students to go abroad to Erasmus. Accordingly, the capacity of prep programs held by the Foreign Languages Department is increased by nearly 10%, and more than 1500 students are enrolled to prep education for foreign languages (The international students who apply for learning Turkish are not counted). On the other hand, there is a decrease in the number of outgoing students for several reasons, including economic and pandemic-related challenges.

There are comparatively fewer students who come with Erasmus, and the main reason is identified as a small number of English-medium programs and courses. It is aimed to increase these numbers, and the necessary work is being carried out accordingly. In the strategic plan, a target in the form of "H.1.4 - to increase the number of international students and international faculty members in order to create international partner programs, to benefit from international exchange programs, to increase the number of English courses and programs" has been identified and the target values have been entered for each year to the relevant performance indicators by the units to monitor the achievement of this target (See Appendix-6 Strategic Plan- Target 1.4 performance indicators). Also, the number of English programs is increased to 20 (2020) from 6 (2016), and the number of Erasmus agreements has nearly doubled since 2016 and is 483 now. The closure of several evening classes and transferring the faculty's effort to English programs also strengthened our initiative to increase incoming students' numbers. The number raised 100% and become 20 in 2020, where it was 10 in 2019. Twenty may be counted as low, but it is the highest rank among the last five years, and the newly opened programs will be reputable soon and attract international students for Erasmus purpose, and we believe our efforts will end up with higher numbers.

Similarly, other than the European Union countries, students may come from or go to other countries with the MEVLANA program. The number of international students coming through this program between 2016 and 2019 (2016-44, 2017-67, 2018- 68, 2019-80) has outnumbered that of outgoing students (2016-20, 2017-18, 2018-22, 2019-15).

7.4.
The number of programs completely delivered in English is increased from 6 to 20 in the last five years. In 2018, English medium undergraduate programs were opened under the Metallurgical Materials Engineering Department and Business Administration Department.

Apart from this, three undergraduate programs have received pre-approval by YÖK, an engineering discipline, and two of them are related to social sciences. These are Software Engineering, International Trade Department, and the International Finance and Banking Department.

Apart from this, there are four interdisciplinary graduate programs in total - 2 masters and two doctoral English spoken programs-; namely, Nano Science and NanoEngineering with Master's degree, Computational Mechanics and Manufacturing. New English doctorate programs opened in the 2019-2020 academic year; Physics (English) doctorate program and Chemistry (English) doctorate program.
Other English graduate programs are as follows:

Business Non-Thesis Second Education (English)
Media and Communication Studies (Master with Thesis)
Industrial Engineering Master's Program in English
Physics Master's Program with Thesis in English
Food Engineering Master's Program in English
Chemistry Thesis Master Program in English
Electrical and Electronics Engineering Master's Program with Thesis in English
Civil Engineering Master Program with Thesis in English

7.5.
About internationalization; our first strategy in the 2020-2024 strategic plan is as follows:

"To graduate undergraduate and graduate students with the required competencies that can improve the successful student and educator who can transform the knowledge gained through student-centered education and training programs that support lifelong learning into practice in the direction that will gain the student the 21st-century skills, and make internationalization widespread."

It has been decided to hold an international student selection exam in various countries to select qualified students.

8. Conclusions

This report has been prepared in response to the evaluation report resulting from the assessment made in 2016. In the analyses made during the report's preparation, it was observed that some progress was made in several areas. For instance, while the number of publications per faculty member was 0.60 in 2015, this rate increased to 0.88 in 2019. Our effort to decrease the number of students per faculty ended up with pleasing statistics, and the numbers decreased from 97 to 62 (2016-2019). It is challenging to increase the faculty/student ratio for state universities because of the higher education regulations we need to obey. However, the evening classes' closure and hiring faculty members despite the recent Norm Regulations strengthened our efforts. Also, our initiative to increase the faculty/student ration continues, and during the preparation of the report, these issues were also shared with the administrative levels, and efforts have been initiated to take necessary measures such as new positions were provided for some departments as a result of the meetings with YÖK.

Apart from this, some issues/parameters are not under the control of Sakarya University. For instance, the high number of students constitutes a fundamental problem in improving the quality of education, but since the Higher Education Council has decided on the new admittance numbers, other means to increase education quality are tried. For example, many new models are developed to give students opportunities with different goals in their professional lives.

Sakarya University, with a broad student population, competes among the leading universities in Turkey. It is possible to observe this from the national ranking lists. R & D statistics of academicians are followed up with SABİS, and Sakarya University does its best to maintain and improve its position in the rankings through interventions (for example, with incentives) due to their decisions the commissions. The national URAP ranking also proves our efforts as listed as the 26th university, where we were 34th last year among 166 ranked universities.

Sakarya University has attached great importance to quality culture since the early 2000s and has been a pioneer in our country in both institutional and program evaluation. Institutionally, the university is evaluated by institutions such as EFQM, EUA-IEP, and YÖKAK. In terms of program evaluations, 37 programs have been accredited.

Sakarya University is located in an attractive region for both students and qualified staff. In this regard, the departments' occupancy rate is high, and management measures are taken to decrease departments. For instance, an effort has been paid to make the institution attractive to international students. While some universities cannot find candidates for academic positions, Sakarya University has always had a chance to select qualified staff from many candidates to give positions.

Covid Updates

Flexible Education Practices in the Pandemic Period

The unexpected COVID-19 outbreak at the beginning of 2020 caused an interruption to formal education. The period has been carefully planned to ensure that the transition to a distance education environment does not harm education quality.

Our university carried out in distance education model between the 7th-14th weeks. To prevent this change from decreasing the quality of education, the Higher Education Institution offered the course materials of all open education faculties (all courses belonging to all departments) to open access. In this way, the faculty, whose online education material is not ready, did not experience resource shortage. Sakarya University is one of the most experienced universities in distance education and Education Management System (SABIS). The university has provided smooth distance education during the epidemic with its existing infrastructure. The distance education period made it necessary to change some measurement techniques as well as educational materials. The Distance Education Center provided a pool of "how-to" materials containing guides, videos, and presentations for educators' education.

The distance education platform (Perculus and Perculus+) allows students to make presentations. The students, who will make presentations in the classroom with traditional methods, have made presentations by connecting with the image and sound within the lesson's scope. Also, online education and online homework modules are available in the education system. The homework that is previously collected by hand was received online. Formal exams have been reorganized online. SABIS includes a total number of 50 videos teaching how to operate online homework (4), online exam (17), virtual classroom (21), documents and sharing (9), program learning outcomes (3). Also there are two documents (distance education guide and implementation fundamentals) and ten videos to guide both the educators and the students about downloading the required programs and participating in the virtual classroom.

The Dean of Student provides various videos to guide both the existing and the new students. Nineteen videos are already available on the Student Dean website to guide students about SABIS general introduction, dam system, course enrollment, taking courses from different semesters, the add-delete system for courses, industry courses, social transcript, graduation, etc. These videos are prepared to decrease students' need to get help from student affairs and immediately find answers to their questions. A new menu on the Student Dean website has been launched for the FAQs about online exams; some of them are about camera access permission, connecting via mobile phone, internet problems, etc.

In the distance education process, all of the theoretical lessons were carried out with synchronous live lessons. The application courses and labs were realized with asynchronous file and video sharing. Only during the summer school, 8351 virtual classrooms were held, and 25856 individual students participated in the virtual classrooms. The total number of virtual classroom attendance is 339222. 5101 new documents were added to the course materials.

Distance education modules developed by Sakarya University began to be used by 15 universities from Turkey. A total of 5 modules, including the Learning Management System Module, Virtual Classroom Module, Announcement Module, Online Exam Module, and Reporting Module, developed by our university, were made available to 15 universities

platform created within the scope of the Digital Transformation Project. In the first phase of the project, more than 10 thousand lecturers and more than 61 thousand students from 16 universities were trained about the system's usage. In the second and last 16 universities, lecturers at newly established universities were trained, and this process will continue during the distance education period. These developments enlighten the strength of Sakarya University in terms of technological advance and distance education structure, and we are proud of leading the universities in our country in terms of our digital education capabilities.

As a state university, student recruitment processes are carried out entirely through the state agency's central placement examination. Due to COVID, no disruption is made in the quota and student recruitment process for the 2020-2021 semester. No financial impact is also expected on the funding model of strategic resources this semester (2020-2021).

9. Abbreviations

COIIPR	The Coordination Office for Intellectual and Industrial Property Rights
ÇEKUD	Solidarity Association of Environmental Organizations
ECTS	European Credit Transfer and Accumulation System
EFQM	European Foundation for Quality Management
EUA	European University Association
FSMH	Coordination Office for Intellectual and Industrial Property Rights
KADEM	Women and Democracy Association
KOSGEB	Small and Medium Business Development and Support Administration
KYBS	The Quality Management Information System
LÖSEV	Foundation for Children with Leukemia
MBS	Graduate Information System
MÜSİAD	Independent Industrialists and Businessmen Association
NGO	Non-Governmental Organization
ÖSYM	Assessment, Selection and Placement Center
PESTLE	Political, Economic, Sociocultural, Technological and Environmental
PİKDER	Human Resources Professionals Association
R&D	Research and Development
SABİS	Sakarya University Information System
SARGEM	Sakarya University Research and Development Application and Research Center
SAUSEM	Sakarya University Continuing Education Centre
SAU	Sakarya University
SESAM	Sakarya Center for Economic and Social Research
STK	Non-Governmental Organizations
SUBÜ	Sakarya University of Applied Sciences
SWOT	Strengths, Weaknesses, Opportunities, Threats
TEMA	The Turkish Foundation for Combating Soil Erosion, for Reforestation and the Protection of Natural Habitats
TTO	Technology Transfer Office
TÜBİTAK	Turkish Scientific and Technological Research Council
UNİKUR	University Business Life Coordination Board
URAP	University Ranking by Academic Performance
UZEM	Sakarya University Distance Education Center
YÖK	Higher Education Council
YÖKAK	Higher Education Quality Council Turkey
YÖS	Foreign Student Exam
YTB	Presidency for Turks Abroad and Related Communities

10. Appendices

APPENDIX 1: TURKISH NATIONAL HIGHER EDUCATION SYSTEM

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Table 4.25. Indexed Publications
Table 4.26. SAÜSEM Services
Table 4.27. Strategic Plan Realization Rates
Table 4.28. Number of Academic Staff Having a Company or Participating in Projects in Technocity
Table 4.29. Social Responsibility Activities (Health, Culture and Sports Department)
Table 4.30. Studies in the Scope of Community Service (State Conservatory)
Table 4.31. Studies in the Scope of Community Service (Faculty of Art, Design and Architecture)
Table 4.32 Income Realization rate (%)
Table 4.33 Internal Revenues Distribution Rate (TL and %)
Table 4.34 Distribution of Expenses (TL and %)
Table 4.35 Survey Results

APPENDIX 5: ALL CAMPUSES

APPENDIX 6: SAKARYA UNIVERSITY 2020-2024 STRATEGIC PLAN

APPENDIX 7: SWOT ANALYSIS OF SAKARYA UNIVERSITY