İstanbul Bilgi University

2017-2020 STRATEGIC PLAN

May 2017

İstanbul Bilgi University

2017-2020 STRATEGIC PLAN

Strategic planning was initiated at the university with the participation of internal and external stakeholders in 2014. As part of this initiative, the results of institutional and environmental assessments and a SWOT analysis were utilized to define and prioritize 18 strategic aims under the following 6 STRATEGIC DOMAINs:

1. Institutional Qualities and Characteristics
2. Education & Training
3. Research, Development and Innovation (RDI)
4. Service to Society
5. Administrative & Support Services
6. Governance

İstanbul Bilgi University
2017-2020 Strategic Plan

İstanbul
Bilgi Üniversitesi
LAUREATE INTERNATIONAL UNIVERSITIES

CONTENTS

INSTITUTIONAL FOUNDATIONS

OUR VISION

To be an international university that expands the boundaries of science and art, embraces freedom, takes a lead in the development of society, provides a place where students and faculty share a passion for learning, and where all members, both academic and administrative, dedicate themselves to this end.

OUR MISSION

İstanbul Bilgi University undertakes to contribute to science, artistic production, and the development of technology; to educate individuals whose research and problem solving skills have developed in an atmosphere of free thought and an awareness of social responsibility, whose competencies meet international standards, and who in addition to respecting the rules of ethics and of professional objectivity are also open to multi-disciplinary approaches; and to serve society within multi-dimensional standards of quality.

OUR VALUES

- Respect for universal rights and freedoms

- Academic freedom and responsibility

- The inseparability of research and teaching

- Independence and autonomy

- Respect for pluralism and diversity

- Transparency and accountability

- Participation

- Social responsibility

- Internationalism

- A belief in life-long learning

OUR FUNDAMENTAL PRINCIPLES

1. BİLGİ pledges to abide by the universal principles and norms of human rights and liberties in all relationships and rejects discrimination in all forms and at every level.

2. As a signatory to the Magna Charta Universitatum at Bologna, BİLGİ affirms that academic freedom in research and teaching is the fundamental principle of university life.

3. BİLGİ values and defends the independence and autonomy of all research, teaching, and learning against every form of political and economic power.

4. BİLGİ believes in the importance of pluralism, diversity and critical thinking in both university and societal life.

5. BİLGİ gives importance not only to cultural and esthetic values but also to the ecological sustainability of the physical environment at the scales of campus, city and nature, and strives to contribute to both.

6. BİLGİ instills in students at every level academic and professional knowledge and skills for coping with the complex problems of today's world that are both grounded in tradition and aim at innovation.

7. BİLGİ is an international institution in every sense of the word, taking as its reference point for all programs competencies that meet international standards of quality as well as principles and practices of accreditation.

8. BİLGİ gives importance to its students and alumni becoming people who are sensitive to and assume responsibility for the problems of society and the world.

9. BİLGİ espouses the principle of transparency and accountability in all of its relations and as such acts in accordance with legal and ethical principles.

10. BİLGİ believes in a managerial system that is participatory and takes advantage of the experience and abilities of the faculty and students both in its corporate relations and in the operation and decision making processes at every level in the university.

11. BİLGİ believes in the continual review of all its programs in light of the dynamic nature of contemporary life.

12. BİLGİ develops life-long educational programs in accordance with its belief that access to means of self-improvement is a basic right for individuals at any age.

13. BİLGİ aims to operate and provide service at both national and international levels.

14. BİLGİ is a student-centered institution in all of its EDUCATION & TRAINING endeavors. BİLGİ ensures that its students actively participate in their learning and educational process and become individuals capable of researching, questioning, and integrating knowledge.

APPROACH TO STRATEGIC PLANNING AND INSTITUTIONAL ASSESSMENT

SP STUDIES ORGANIZATIONAL STRUCTURE
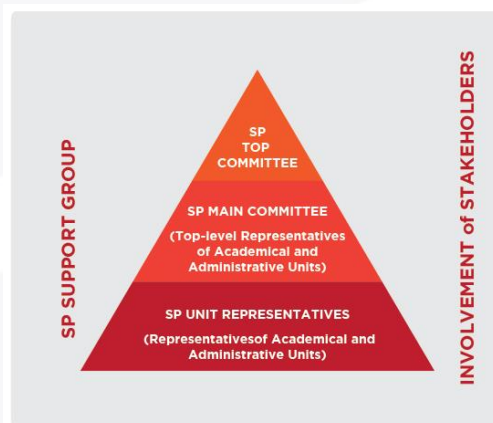
STRATEGIC PLANNING STEPS AND TIMETABLE

Step	Realized Study Steps	Date
1	Pre-planning studies (A board made up of academic and administrative unit and student representatives, the formation of study and support teams)	February 2014
2	Review of our vision, mission and fundamental principles	March-April 2014
3	"Institutional Assessment" studies that encompass self and environmental assessments	May-August 2014
4	Sharing of institutional assessment results with shareholders	September 2014
5	SWOT analysis	October 2014-January 2015
6	The determination of the "Strategic Aims" according to the institutional assessment and the views of the stakeholders	February-June 2015
7	Determination of the goals associated with the Strategic Aims, determination and publication of the indicator, tracking and measurement methods (*Completed for Education & Training, RDI and Service to Society– Part 1*)	June-December 2015
8	Definition of the Activity and Projects associated with the goals	August 2015-July 2016
9	Determination of the goals associated with the Strategic Aims, determination and publication of the indicator, tracking and measurement methods (*Institutional Qualities and Characteristics, Administrative & Support Services, Governance – Part 2*)	September-December 2016
10	Studies to prioritize the Strategic Plan	January-April 2017
11	Board of Trustees approval	May 2017

STRATEGIC PLANNING STEPS
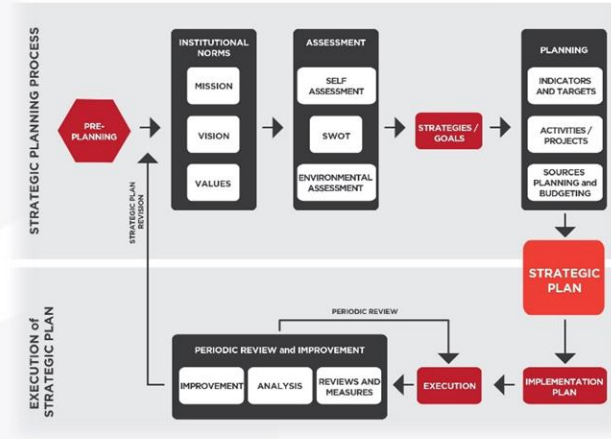
The strategic planning approach for institutions of higher learning that is recommended by YÖDEK (the Academic Assessment and Quality Development Commission in Higher Education Institutions, which is a part of YÖK – the Council of Higher Education) was adopted during the strategic planning studies. As a result of the institutional assessment and self-assessment studies, the university's current situation and thanks to the environmental assessment studies, the external factors affecting the university were determined and by taking these criteria into consideration, strategies and goals specific to BİLGİ were determined.

APPROACH TO STRATEGIC PLANNING
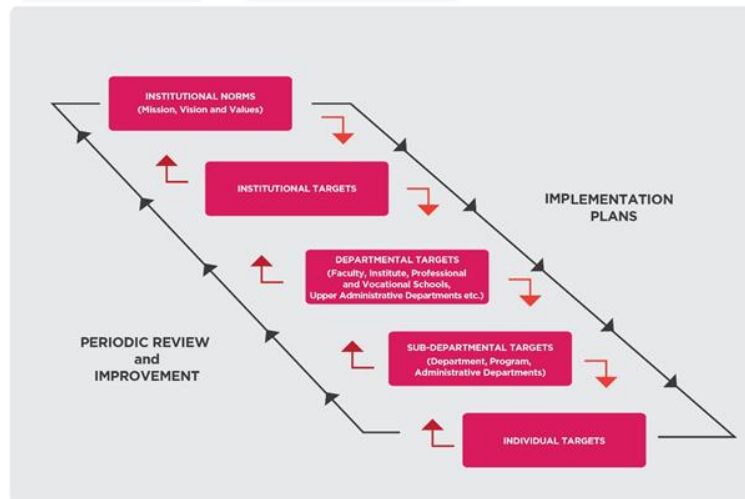
The strategic planning and application approach demonstrated by the university is based on the institutional goals and the academic and administrative unit, lower units and individual goals.

INSTITUTIONAL SELF-ASSESSMENT MODEL
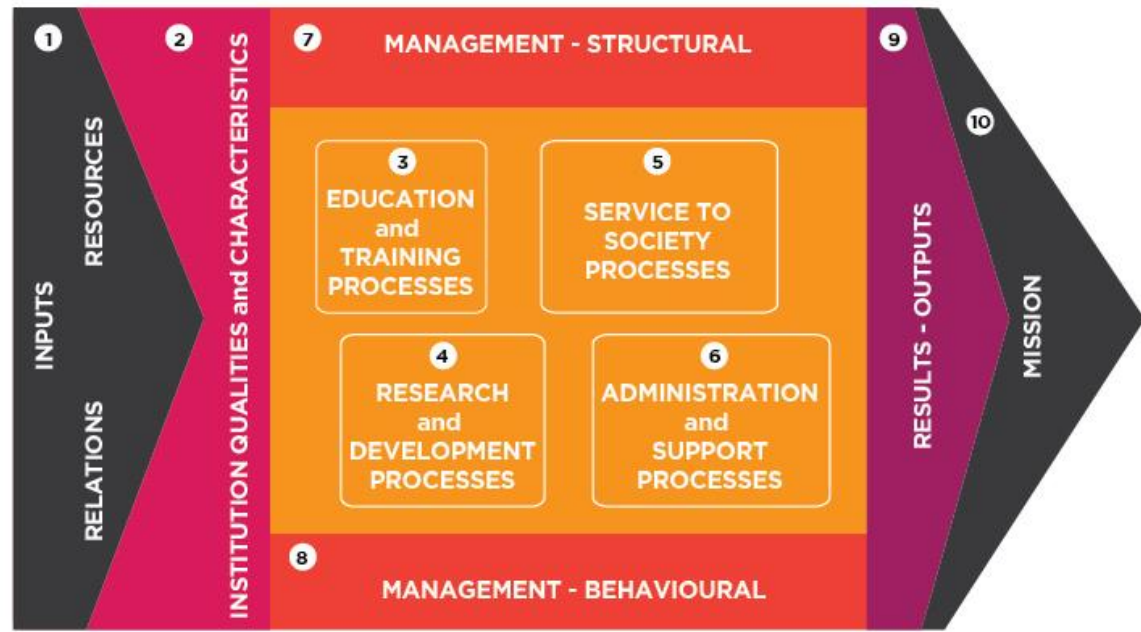
The self-assessment studies were realized in accordance with the Institutional Self-Assessment Model for institutions of higher learning recommended by YÖDEK.

INSTITUTIONAL ASSESSMENT RESULTS

A. SELF-ASSESSMENT RESULTS
B. ENVIRONMENTAL ASSESSMENT RESULTS

The strong and weak areas and the opportunities and threats as determined by the institutional assessment studies have been numerically outlined below in accordance to their relevant heading.

ASSESSMENT SUBJECT HEADINGS	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
1. INPUTS	8	9	37	23
2. INSTITUTIONAL QUALITIES & CHARACTERISTICS	11	17	15	15
3. EDUCATION AND TRAINING	16	28	28	13
4. RESEARCH, DEVELOPMENT AND INNOVATION	0	20	24	5
5. SERVICE TO SOCIETY	2	18	20	5
6. ADMINISTRATIVE & SUPPORT SERVICES	7	21	4	7
7. MANGEMENT PROCESSES (STRUCTURAL)	0	15	10	6
8. MANAGEMENT PROCESSES (BEHAVIORAL)	2	10	6	2
TOTAL	46	138	144	76

A. SELF-ASSESSMENT RESULTS

INSTITUTIONAL SELF-ASSESSMENT

184 assessment criteria grouped under 8 main headings:

1. Inputs (Resources and Contacts)

2. Institutional Qualities and Characteristics Processes

3. EDUCATION & TRAINING Processes

4. Research, Development and Innovation (RDI) Processes

5. Service to Society Processes

6. Administrative and Support Processes

7. Management Processes (Structural)

8. Management Processes (Behavioral)

Participants were asked to rate every assessment heading according to the ranking scale given below:

(1) Way below the expected level

(2) Below the expected level

(3) At the expected level

(4) Above the expected level

(5) Way above the expected level

No opinion

PARTICIPATION IN THE SELF-ASSESSMENT SURVEY

Administrative staff participation rate	: 66.3%
Academic staff participation rate	: 57.2%
General participation rate	: 60.8%

GROUPING OF THE SELF-ASSESSMENT RESULTS

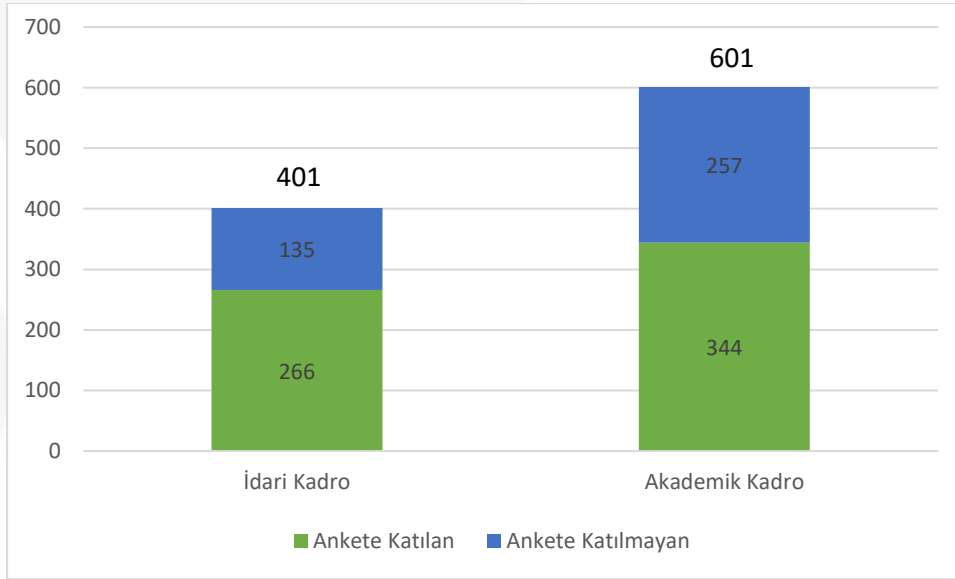| |
|---|
| **1 - 2 : Extremely weak and a priority area to be improved** |
| **2 - 2.5 : Weak and an area that needs to be improved** |
| **2.5 - 3 : Needs improvement** |
| **3 - 4 : Strong but could use some improvement** |
| **4 - 5 : Very strong, an area that could be even stronger and become a role model** |

SELF-ASSESSMENT RESULTS

1. INPUTS (RESOURCES and CONTACTS)	2. Institutional Qualities and Characteristics	3. EDUCATION & TRAINING PROCESSES	4. RESEARCH, DEVELOPMENT and INNOVATION (RDI) PROCESSES	5. SERVICE TO SOCIETYPROCESSES	6. ADMINISTRATIVE and SUPPORT PROCESSES	7. EXECUTIVE PROCESSES (STRUCTURAL)	8. EXECUTIVE PROCESSES (BEHAVIORAL)
2,94	2,71	2,83	2,40	2,85	2,77	2,67	2,86

a) Institutional Self-Assessment Results for the Academic – Administrative Staff

	Academic Staff	Administrative Staff	General
1. Inputs (Resources and Contacts)	2,84	3,07	2,94
2. Institutional Qualities and Characteristics	2,62	2,85	2,71
3. EDUCATION & TRAINING Processes	2,74	3,00	2,83
4. Research, Development and Innovation (RDI) Processes	2,21	2,77	2,40
5. Service to SocietyProcesses	2,76	2,98	2,85
6. Administrative and Support Processes	2,66	2,91	2,77
7. Executive Processes (Structural)	2,55	2,80	2,66
8. Executive Processes (Behavioral)	2,80	2,93	2,85

b) Institutional Self-Assessment Results by Main Subject Headings

1. Inputs (Resources and Contacts)	2. Institutional Qualities and Characteristics	3. EDUCATION & TRAINING Processes	4. Research, Development and Innovation (RDI) Processes	5. Service to Society Processes	6. Administrative and Support Processes	7. Executive Processes (Structural)	8. Executive Processes (Behavioral)	General Average
2,94	2,71	2,83	2,40	2,85	2,77	2,68	2,86	2,78

The Academic and Administrative Units self-assessment results have been provided as general averages according to the assessment headings. The assessment results by question can be accessed at bird.bilgi.edu.tr.

INPUTS

a. Strengths

1.G.1	Level of the academic staff (To be answered by taking the criteria for the appointment and promotion of academic staff into consideration.)	3,30
1.G.2	Adequacy of the relations with students	3,30
1.G.3	Level of the administrative staff (To be answered by taking the educational level of the administrative staff into consideration.)	3,25
1.G.4	Adequacy of the information technologies and resources (Computers, internet, communication, books, publications, etc.)	3,22
1.G.5	Adequacy of the relations with Non-Governmental Organizations	3,17
1.G.6	Adequacy of international relations within the field of higher education	3,14
1.G.7	Adequacy of relations with the community	3,10
1.G.8	Adequacy of the technology utilized during the generation of work	3,06

b. Weaknesses

1.Z.1	Adequacy of the physical facilities	2,41
1.Z.2	Adequacy of the financial resources	2,49
1.Z.3	Adequacy of the alumni relations	2,57
1.Z.4	Student quality level (To be answered by taking the departmental and program entry scores and the placement percentage slice into consideration.)	2,68
1.Z.5	Adequacy in the variety and quality of outsourced services	2,72
1.Z.6	Adequacy of relations with employees	2,72
1.Z.7	Adequacy of relations with the business world (industry and other companies that provide employment)	2,85
1.Z.8	Adequacy of national connections in the field of higher education	2,97
1.Z.9	Adequacy of relations with state institutions	2,97

INSTITUTIONAL QUALITIES AND CHARACTERISTICS

a. Strengths

2.G.1	Adequacy of the current number of students in the undergraduate programs	3,32
2.G.2	Adequacy of the units providing undergraduate education and the number and variety of programs in these units	3,25
2.G.3	Adequacy of the current number of students in the graduate programs	3,15
2.G.4	Adequacy of the units providing associate degree education and the number and variety of programs in these units	3,14
2.G.5	Adequacy of the units providing graduate education and the number and variety of programs in these units	3,06

2.G.6	Adequacy in the number and variety of the basic fields providing most of the EDUCATION & TRAINING (To be answered by taking the "Basic Fields (22 areas)" of the ISCED Educational Classification system into consideration.)	3,06
2.G.7	Educational level of the administrative personnel	3,05
2.G.8	Adequacy of the current number of students in the associate degree programs	3,05
2.G.9	Adequacy of the male-female ratio among faculty members (instructors, lecturers, research assistants, experts, etc.)	3,05
2.G.10	Adequacy of the male-female ratio among senior faculty members (professors, associate professors, assistant professors, etc.)	3,04
2.G.11	Adequacy of the male-female ratio among administrative personnel (including administrative support personnel)	3,00

b. Weaknesses

2.Z.1	Adequacy of the social, cultural, sports and other service areas (cafeterias, sports facilities, car parks, etc.)	2,09
2.Z.2	Adequacy of the research facilities	2,10
2.Z.3	Adequacy of the total enclosed facilities	2,11
2.Z.4	Adequacy of the EDUCATION & TRAINING facilities	2,16
2.Z.5	Adequacy of the laboratory facilities	2,21
2.Z.6	Adequacy of the number of assistant faculty members (instructors, lecturers, research assistants, experts, etc.)	2,45
2.Z.7	Adequacy in the number and variety of units and programs in these units that provide doctoral education	2,49
2.Z.8	Adequacy in the number of senior faculty members (professors, associate professors, assistant professors, etc.)	2,51
2.Z.9	Adequacy in the number of administrative personnel (long term and contracted)	2,58
2.Z.10	Adequacy in the number of total open areas	2,60
2.Z.11	Adequacy of the male-female ratio at the management level (academic and administrative)	2,65
2.Z.12	Adequacy of the current number of students in the doctoral degree programs	2,73
2.Z.13	Adequacy of the faculty course loads	2,74
2.Z.14	Adequacy of the average academic titles of the academic staff	2,82
2.Z.15	Adequacy of the seniority level of the assistant faculty members (instructors, lecturers, experts, etc. but excluding research assistants)	2,82
2.Z.16	Adequacy of the seniority level of the administrative personnel	2,85
2.Z.17	Adequacy of the seniority level of the senior faculty members (professors, associate professors, assistant professors) (To be answered by taking the total years of service into consideration)	2,91
EUA-IEP	**The European Universities Association's "Institutional Assessment Program (IEP) Report, 2011**	
2.Z.1	Physical facilities must be enhanced in line with projected student expansion	5,00
2.Z.2	Efforts to expand graduate recruitment and provision should be continued and encouraged	4,40

EDUCATION & TRAINING

a. Strengths

3.G.1	Adequacy of the minor and double major systems	3,21
3.G.2	Adequacy of the relationship between the program learning outcomes and the associated NQF-HETR level and the Basic Field learning outcomes	3,11
3.G.3	Adequacy of the program goals and educational aims	3,10
3.G.4	Adequacy in the number and variety of the assessment methods and tools in the programs (exams, homework, projects, etc.) and the adequacy of their application	3,09
3.G.5	Adequacy of the connection between the programs' lesson plans, content and scope with the targeted program outcomes	3,08
3.G.6	Compatibility of the programs with national and international programs	3,07
3.G.7	Adequacy of the counseling/advisory services provided to the students	3,07
3.G.8	Adequacy of the relationship between the aims and educational goals of the programs with the institution's educational goals	3,06
3.G.9	Adequacy in the number and variety of the EDUCATION & TRAINING methods used in the programs and the adequacy of their application	3,06
3.G.10	Compatibility of the programs with national and international needs	3,05
3.G.11	Adequacy of the relationship between the program learning outcomes and the aims and educational goals of the programs	3,03
3.G.12	Adequacy in the number of students attending ERASMUS programs	3,03
3.G.13	Adequacy of the work done for the BOLOGNA process (ECTS; Diploma supplement, quality assurance, etc.)	3,03
3.G.14	Adequacy of the program career opportunities	3,02
3.G.15	Adequacy in the number of visiting ERASMUS program students	3,02
3.G.16	Compatibility of the programs with their associated level and the adequacy of their continuity (continuation to advanced levels)	3,01

b. Weaknesses

3.Z.1	Adequacy in the number of faculty members participating in the Laureate Network Exchange Programs	2,20
3.Z.2	Adequacy in the number of visiting faculty members from other international exchange programs (Mevlana and other similar programs)	2,22
3.Z.3	Adequacy in the number of visiting faculty members coming from Laureate Network Exchange Programs	2,24
3.Z.4	Adequacy in the number of faculty members participating in other international exchange programs (Mevlana and other similar programs)	2,24
3.Z.5	Adequacy in the number of visiting faculty members coming from the ERASMUS Program	2,25
3.Z.6	Adequacy in the number of visiting students from other international exchange programs (Mevlana and other similar programs)	2,26
3.Z.7	Adequacy in the number of faculty members participating in the ERASMUS program	2,28

3.Z.8	Adequacy in the number of students participating in other international exchange programs (Mevlana and other similar programs)	2,30
3.Z.9	Adequacy of the foreign language preparatory education	2,52
3.Z.10	Adequacy in the level of the use of foreign language in foreign language medium programs	2,53
3.Z.11	Adequacy in the number of students coming under the Laureate Network Exchange Programs	2,54
3.Z.12	Adequacy in the level of participation of the stakeholders (employers, trade associations, alumni, etc.) in the EDUCATION & TRAINING processes	2,54
3.Z.13	Adequacy in the number of students participating in the Laureate Network Exchange Programs	2,57
3.Z.14	Adequacy of student participation in the educational processes	2,62
3.Z.15	Adequacy of the EDUCATION & TRAINING services offered to disabled students	2,65
3.Z.16	Adequacy of the work place/internship applications	2,72
3.Z.17	Adequacy of programs being supported by continuous education programs that contribute to employment	2,74
3.Z.18	Adequacy in the number of courses offered in a foreign language in Turkish medium programs	2,76
3.Z.19	Adequacy in the number of international full-time students	2,77
3.Z.20	Adequacy of the program assessment, quality assurance and improvement processes	2,80
3.Z.21	Adequacy of the courses and other educational activities (laboratories, application, internships, etc.) that support application skills in programs	2,81
3.Z.22	Adequacy in the number and variety of programs offered in a foreign language	2,82
3.Z.23	Adequacy of the support services (foreign language, IT Technologies, computer hardware, laboratories and workshops, etc.) that increase the efficiency and effectiveness of the EDUCATION & TRAINING given to students	2,84
3.Z.24	Adequacy of the distance learning educational services	2,84
3.Z.25	Adequacy of the orientation programs given to new students	2,88
3.Z.26	Adequacy of the procedures used in programs to identify previous learning	2,90
3.Z.27	Adequacy of the EDUCATION & TRAINING resources that support the programs (instructors, books, class notes, etc.)	2,95
3.Z.28	Adequacy of the international dual degree and dual diploma programs	2,95
EUA-IEP	**The European Universities Association's "Institutional Assessment Program (IEP) Report, 2011**	
3.Z.1	A center for learning and teaching support, headed by a senior academic, should be established	5,0
3.Z.2	ECTS must be implemented as indicated in the ECTS User Guide	5,0
3.Z.3	Periodic programme assessment should be introduced for all programmes	5,0
3.Z.4	Links with industry and business must be reinforced, particularly in view of the projected expansion in new academic disciplines	4,8
3.Z.5	Efforts should be made to promote employability, for example by involving alumni in the provision of work placements	4,8
3.Z.6	Accreditation by sectoral/international bodies should continue to be sought	4,8
3.Z.7	Full understanding of the Bologna Process by all is essential; it must be fully implemented with appropriate human and financial resources	4,5
3.Z.8	The requirement to deliver courses in English should be more vigorously enforced	4,5
3.Z.9	Foreign bilateral partnerships should be quality assured	4,3

3.Z.10	Students with inadequate linguistic competence should be referred for further support	4,0
3.Z.11	Good practice in English language teaching should be developed in conjunction with partner universities such as Liverpool	4,0
3.Z.12	The raising of the minimum requirements for passing the English language preparatory course should be considered	3,8

RESEARCH, DEVELOPMENT AND INNOVATION (RDI)

a. Weaknesses

4.Z.1	Adequacy of the convertibility of RDI studies into scientific publications, products and patents	2,22
4.Z.2	Adequacy of the tools encouraging and supporting RDI	2,25
4.Z.3	Adequacy of the relationship between RDI studies and the EDUCATION & TRAINING activities	2,29
4.Z.4	Adequacy of the national RDI studies	2,32
4.Z.5	Adequacy in the participation of academic personnel and students in RDI competitions organized at the national or international level	2,32
4.Z.6	Adequacy of RDI opportunities and resources	2,34
4.Z.7	Adequacy of the international RDI studies	2,36
4.Z.8	Adequacy of the interdisciplinary nature of the RDI studies	2,37
4.Z.9	Adequacy of the RDI results becoming useful to the institution/unit (economically, reputation wise, etc.)	2,38
4.Z.10	Adequacy of the RDI studies in achieving their goals	2,39
4.Z.11	Adequacy of the tools, mediums and mechanisms in announcing and sharing RDI results	2,39
4.Z.12	Adequacy of the ranking position of the university	2,40
4.Z.13	Adequacy of the determination of RDI priorities	2,40
4.Z.14	Adequacy of the compatibility of the university's RDI priorities with the RDI activities (theses, projects, etc.) done by the institutes	2,44
4.Z.15	Adequacy of carrying out RDI studies in accordance with the university's priorities	2,46
4.Z.16	Adequacy of the compatibility of the university's RDI priorities with the Research and Application Center's activities	2,46
4.Z.17	Adequacy of the integrity and continuity of the RDI studies	2,47
4.Z.18	Adequacy of the RDI studies with national and regional needs	2,50
4.Z.19	Adequacy of the RDI activities realized by the Research and Application Centers	2,55
4.Z.20	Adequacy of the entrepreneurial and innovation activities	2,64
EUA-IEP	**The European Universities Association's "Institutional Assessment Program (IEP) Report, 2011**	
4.Z.1	A clearly articulated research strategy, developed in consultation with academic staff, must be an integral part of the Strategic Plan	4,9
4.Z.2	The existing research potential should be further exploited by increasing the level of research funding and by enhancing research support mechanisms	4,1

SERVICE TO SOCIETY

a. Strengths

5.G.1	Adequacy of the lifelong learning program and activities organized by BİLGİ Education	**3,13**
5.G.2	Adequacy of the Social Entrepreneurship activity and services	**3,02**

b. Weaknesses

5.Z.1	Adequacy of the relationship between the RDI studies and the Service to Societyactivities	2,59
5.Z.2	Adequacy of the tools, mediums and mechanisms in announcing and sharing the results of Service to Societyactivities	2,65
5.Z.3	Adequacy of the tools encouraging and supporting Service to Societyactivities	2,66
5.Z.4	Adequacy of Service to Societyactivity opportunities and resources	2,71
5.Z.5	Adequacy of the Service to Societyactivities at an international level	2,75
5.Z.6	Adequacy of the relationship between Service to Societyactivities and the EDUCATION & TRAINING activities	2,78
5.Z.7	Adequacy in the determination of the priorities of Service to Societyactivities	2,78
5.Z.8	Adequacy of the Service to Societyactivities in achieving their goals	2,80
5.Z.9	Adequacy of the informational activities to the community	2,81
5.Z.10	Adequacy of the institutional relationships with stakeholders (industry, state institutions and organizations, non-governmental organizations, etc.) in the creation and maintenance of Service to Societyactivities	2,81
5.Z.11	Adequacy of the Service to Societyactivities at the national level	2,85
5.Z.12	Adequacy of the Service to Societyactivities becoming useful to the institution/unit (economically, reputation wise, etc.)	2,87
5.Z.13	Adequacy of the relations of Bilgi Education at a national and international level	2,88
5.Z.14	Adequacy of the level of Service to Societyactivities	2,88
5.Z.15	Adequacy of the Service to Societyactivities in becoming useful to the community	2,89
5.Z.16	Adequacy of the social responsibility, artistic, cultural and sporting activities for the community	2,92
5.Z.17	Appropriateness of the Service to Societyactivities to national and environmental needs	2,96
5.Z.18	Adequacy of the relationship between employment and the individual vocational education programs organized by Bilgi Education	2,98
EUA-IEP	**The European Universities Association's "Institutional Assessment Program (IEP) Report, 2011**	
5.Z.1	The scope for developing comprehensive lifelong learning provision should be actively pursued	4,40
5.Z.2	Existing community engagement must be maintained, given higher visibility and used for competitive advantage	4,30

ADMINISTRATIVE & SUPPORT SERVICES

a. Strengths

6.G.1	Adequacy of the support provided by IT and internal correspondence	3,42
6.G.2	Adequacy of the services provided by technical support services	3,37
6.G.3	Adequacy of the academic services provided by student affairs	3,20
6.G.4	Adequacy of the quality and quantity of the printed resources, the e-magazine and e-book subscriptions and data bases of the library	3,15
6.G.5	Adequacy of the law support services	3,09
6.G.6	Adequacy of the services provided by the press and public relations and promotion	3,08
6.G.7	Adequacy of the service provided by the international offices	3,01

b. Weaknesses

6.Z.1	Adequacy of the food and beverage services provided to the students	1,86
6.Z.2	Adequacy of the food and beverage services provided to personnel	1,98
6.Z.3	Adequacy of the services related to sports	2,27
6.Z.4	Adequacy of the dormitory opportunities and services	2,39
6.Z.5	Adequacy of the process and services related to budgeting	2,53
6.Z.6	Adequacy of the library's physical space and equipment	2,56
6.Z.7	Adequacy of the cultural and social services	2,64
6.Z.8	Adequacy of the Administrative & Support Services provided to disabled students and personnel	2,69
6.Z.9	Adequacy of the service bus services provided to personnel	2,70
6.Z.10	Adequacy of the on-site application support services	2,70
6.Z.11	Adequacy of the student science, culture and art communities	2,74
6.Z.12	Adequacy of the workplace health and safety services on the campuses	2,75
6.Z.13	Adequacy of the student career planning services	2,75
6.Z.14	Adequacy of the services related structure and environment	2,77
6.Z.15	Adequacy of the scholarship opportunities and services	2,83
6.Z.16	Adequacy of the services related to personnel affairs	2,85
6.Z.17	Adequacy of the health services	2,86
6.Z.18	Adequacy of the services provided to student clubs and communities	2,88
6.Z.19	Adequacy of the services provided to the student council	2,95
6.Z.20	Adequacy of the opportunities and services provided by On-Campus Student Employment	2,97
6.Z.21	Adequacy of administrative services (bids, cleaning, transportation, etc.)	2,97

MANAGEMENT CHARACTERISTICS (STRUCTURAL AND BEHAVIORAL)

a. Strengths

MANAGEMENT CHARACTERISTICS (BEHAVIORAL)		
8.G.1	Adequacy of the executive characteristics (business follow-up and feedback) of the administrative personnel	3,08
8.G.2	Adequacy of the camaraderie and social setting	3,08

b. Weaknesses

EXECUTIVE CHARACTERISTICS (STRUCTURAL)		
7.Z.1	Adequacy of the employees' participation in processes	2,44
7.Z.2	Adequacy of the students' participation in processes	2,45
7.Z.3	Explicitness and awareness of job descriptions and responsibilities	2,54
7.Z.4	Adequacy of the shareholders' participation in processes	2,58
7.Z.5	Adequacy of the decision making processes	2,62
7.Z.6	Adequacy of the quality development processes	2,66
7.Z.7	Strategic presence and its adequacy	2,67
7.Z.8	Adequacy of strategic planning and its follow-up processes	2,68
7.Z.9	Adequacy of the financial resource management processes	2,69
7.Z.10	Adequacy of the human resource management processes	2,72
7.Z.11	Adequacy of the job descriptions	2,73
7.Z.12	Adequacy of the business processes (academic and administrative)	2,74
7.Z.13	Adequacy of the organizational structure	2,77
7.Z.14	Adequacy of the information management processes	2,87
7.Z.15	Explicitness and awareness of Bilgi University's institutional norms (Mission, Vision, Values, basic principles, Behavior and Ethical Rules)	2,87
MANAGEMENT CHARACTERISTICS (BEHAVIORAL)		
8.Z.1	Adequacy of the academic personnel satisfaction	2,51
8.Z.2	Adequacy of the administrative personnel satisfaction	2,56
8.Z.3	Adequacy of student satisfaction	2,75
8.Z.4	Adequacy of such activities like team work and brainstorming	2,81
8.Z.5	Adequacy of the approach to leadership	2,82
8.Z.6	Adequacy of the sharing of a common culture and values	2,83
8.Z.7	Adequacy of stakeholder satisfaction	2,88
8.Z.8	Adequacy of the management approaches (management style, recognition and appreciation, human relations, sharing of authority, etc.)	2,90
8.Z.9	Adequacy of the cooperation between employees	2,98
8.Z.10	Adequacy of the administrative and executive characteristics of the academic personnel	2,99
EUA-IEP	**The European Universities Association's "Institutional Assessment Program (IEP) Report, 2011**	

7.Z.1	BİLGİ must ensure that its vision and mission are shared by all internal stakeholders	5,00
7.Z.2	The strategic planning exercise must involve full participation and engagement of all stakeholders, internal and external	5,00
7.Z.3	An internationalization strategy that goes beyond student mobility and fully exploits the Laureate potential should be an integral part of the Strategic Plan	5,00
7.Z.4	The Quality Assurance Unit must enjoy the full support of the institutional leadership	5,00
7.Z.5	An internal quality culture must be created, as indicated by the European Standards and Guidelines for Quality Assurance in Higher Education	5,00
7.Z.6	The value of QA processes must be demonstrated in such a way as to engage full student participation	5,00
7.Z.7	Effective student representation at all levels of governance must be implemented	4,80
7.Z.8	Decision-making processes must be made as transparent as possible	4,50
7.Z.9	Internal communication channels between senior management and other members of the academic community should be improved	4,30
7.Z.10	To reduce dependence on fee income, revenue streams must be diversified	4,10
7.Z.11	The discussion of joint governance should continue and be resolved	3,80
7.Z.12	Academic performance review, when introduced, must be aligned with quality assurance	3,80
7.Z.13	The budget allocation process must be rendered transparent	3,30
7.Z.14	Ways to regularize the operation of the management committee should be explored	2,90

B. ENVIRONMENTAL ASSESSMENT RESULTS

INPUTS

a. Opportunities

INPUTS (Student)		
1.F.1 (Student)	There is a high demand for (quality) higher education in Turkey	5,00
1.F.2 (Student)	The demand for higher education is especially centered around Istanbul and the Marmara region and this tendency is expected to continue in the future due to urbanization and an increase in population	5,00
1.F.3 (Student)	There is a need to increase the number of students in graduate (especially PhD) programs in Turkey	5,00
1.F.4 (Student)	There is an increasing presence of IB programs in secondary education	5,00
1.F.5 (Student)	The social and community awareness aspect of those students considering BİLGİ as a university preference is quite developed	4,50
1.F.6 (Student)	Secondary schools and their students are open to cooperation with universities	4,50
1.F.7 (Student)	There is a global increase in the number of international students	4,50
1.F.8 (Student)	Despite the rapid increase in the number of foundation universities, the student numbers (enrolment capacities) are still very low	4,00
1.F.9 (Student)	The number of students doing online learning in Turkey is very low	4,00
1.F.10 (Student)	In accordance with the changes in the higher education law, there can be problems associated with the transition to higher education	4,00
1.F.11 (Student)	Turkey is a preferred destination for students in this geographical region	3,50
INPUTS (Academic Personnel)		
1.F.1 (Academic)	There are many highly educated Turkish academic personnel employed in foreign countries	5,00
1.F.2 (Academic)	In many countries around the world, especially in European countries, there is a diminishing demand for higher education and concurrently a diminishing demand for academic personnel	4,80
1.F.3 (Academic)	The capabilities of the qualified academic personnel employed at Istanbul's many entrenched and high quality state universities	4,80
1.F.4 (Academic)	The sabbatical opportunities for academic personnel at foreign universities	4,50
1.F.5 (Academic)	Teaching staff exchange programs (Laureate, Erasmus, Mevlana, etc.)	4,50
1.F.6 (Academic)	Teaching staff support programs (Fulbright, TÜBİTAK, etc.)	4,50
INPUTS (Administrative Personnel)		
1.F.1 (Administrative Personnel)	The capabilities of the experienced administrative personnel employed at Istanbul's many entrenched and high quality state universities	5,00
1.F.2 (Administrative Personnel)	There are many educational and career development programs aimed at developing the administrative personnel's specializations and qualifications and these programs are easily accessible from Istanbul	5,00

1.F.3 (Administrative Personnel)	There are many experienced expert personnel employed in the private sector in Istanbul	4,50
INPUTS (Relations)		
1.F.1 (Relations)	Istanbul is the center of the business world and NGOs	5,00
1.F.2 (Relations)	The student council and clubs at the university are active and strong	5,00
1.F.3 (Relations)	The growing size of the alumni and their strengthening as a network	5,00
1.F.4 (Relations)	The growing importance of corporate collaboration	5,00
1.F.5 (Relations)	Graduates are mostly employed in Istanbul	4,50
1.F.6 (Relations)	There are many state and foundation higher education institutions in Istanbul	4,00
1.F.7 (Relations)	There are many possibilities to externally acquire quality services in Istanbul	4,00
INPUTS (Physical Facilities and Financial Resources)		
1.F.1 (Financial Resources)	The existence of national and international funds for R&D and project activities	5,00
1.F.2 (Financial Resources)	Opportunities to extend educational services within Turkey (opening of campuses, joint programs, e-learning, etc.)	5,00
1.F.3 (Financial Resources)	The existence of the possibility to create joint educational, RDI and Service to Societyprojects within the Laureate Network	5,00
1.F.4 (Financial Resources)	There is an increased demand for lifelong learning and consequently, the services of the Continuous Education Center	5,00
1.F.5 (Financial Resources)	There is an increased demand for research and development and consequently, the activities of the Research and Application Center have gained in importance	4,50
1.F.6 (Financial Resources)	There are more exam centers offering the vocational qualifications institute exam and universities are allowed to open such exam centers	4,50
1.F.7 (Financial Resources)	There is an increased demand for cross-border learning (China, India, Turkic republics, Arab countries, etc.) (Opening of campuses, joint programs, e-learning, etc.)	4,00
1.F.8 (Financial Resources)	R&D and technical support services that can be outsourced by the university (expertise, laboratory services, projects, etc.)	4,00
1.F.9 (Financial Resources)	The creation of resources from collaborations (joint projects, sponsorships and donations)	4,00
1.F.10 (Financial Resources)	The opportunity for universities to open units that can generate revenue and provide service to the community like hospitals, health centers, etc.	3,00

b. Threats

INPUTS (Student)		
1.T.1 (Student)	There is not much demand for some departments and the quotas are not filled	5,00
1.T.2 (Student)	Universities cannot choose their own students	5,00
1.T.3 (Student)	University rankings are closely related to publishable R&D results, do not take the educational quality and other services into consideration and more variety in universities is not allowed	5,00
1.T.4 (Student)	Foundation universities require tuition while students with high university placement exam scores prefer the free state universities	4,50

1.T.5 (Student)	There are no incentive systems like scholarships or student loans for university students	4,50
1.T.6 (Student)	Certain foundation universities provide a variety of scholarship opportunities to qualified students	4,50
1.T.7 (Student)	Many foundation universities are located in Istanbul and the competition for qualified students is high	4,20
1.T.8 (Student)	The living costs for students coming from outside of Istanbul are high	4,00
1.T.9 (Student)	The quality of secondary education is insufficient	4,00
1.T.10 (Student)	The undergraduate education in Turkey is a year longer than the increasingly popular three years of education primarily offered in Europe	3,50
INPUTS (Academic Personnel)		
1.T.1 (Academic)	Due to the rapid growth in higher education in Turkey, there is an increased need for qualified academic staff	5,00
1.T.2 (Academic)	The intense competition between foundation universities	4,50
1.T.3 (Academic)	The uncertainties surrounding the job security of academic staff at foundation universities	4,00
1.T.4 (Academic)	The living costs for families in Istanbul are high (shelter, education, health, etc.)	2,00
1.T.5 (Academic)	Due to potential negative economic developments and crises in Turkey, the qualified staff have indicated a preference to work abroad	2,00
INPUTS (Administrative Personnel)		
1.T.1 (Admin Personnel)	The intense competition between foundation universities and the high demand for qualified administrative personnel	4,00
1.T.2 (Admin Personnel)	The uncertainties surrounding the job security of administrative personnel at foundation universities	3,50
1.T.3 (Admin Personnel)	The living costs for families in Istanbul are high (shelter, education, health, etc.)	3,50
INPUTS (Physical Facilities and Financial Resources)		
1.T.1 (Physical Facilities)	The current campus areas cannot be enlarged	5,00
1.T.2 (Physical Facilities)	The high costs associated with creating new campus areas in the center of Istanbul and the difficulties with appropriation	4,50
1.T.3 (Financial Resources)	The intense competition between foundation universities	4,50
1.T.4 (Financial Resources)	The increased demand for available R&D funds and the competition for them	4,00
1.T.5 (Physical Facilities & Financial Resources)	The competitive advantage state universities have with regards to physical and financial matters	3,50

INSTITUTIONAL QUALITIES AND CHARACTERISTICS

a. Opportunities

2.F.1	**The need for graduate (especially PhD) programs in Turkey**	5,00
2.F.2	There is an increasing demand for higher education in Turkey	5,00
2.F.3	There is an increasing importance being given to vocational training	5,00
2.F.4	There is a global increase in the number of international students	5,00
2.F.5	There is a continuous demand for distance learning	5,00
2.F.6	BİLGİ's liberal atmosphere and institutional identity	5,00
2.F.7	There is an increased demand and need for lifelong learning and continuous learning centers to meet this need	5,00
2.F.8	The centrally located campuses are preferred and are easily accessible	4,50
2.F.9	The fields highlighted in Turkey's 2023 Vision and the 10th Development Plan (health, work place health and safety, energy, nutrition, aviation and defense, logistics, etc.) and the need for trained, qualified people in these areas	4,50
2.F.10	Opportunities that can arise in student, manpower and financial resources as a result of EU membership	4,50
2.F.11	Increased public funding for the training of academic faculty (like TÜBİTAK)	4,00
2.F.12	The increased demand for foundation universities	4,00
2.F.13	New campus areas are planned for BİLGİ	4,00
2.F.14	The economic, social and cultural possibilities available in Istanbul	4,00

b. Threats

2.T.1	**In terms of qualified personnel, an academic career is not attractive**	5,00
2.T.2	Universities are not autonomous in employing academic personnel	5,00
2.T.3	The intense competition between foundation universities	5,00
2.T.4	The increasing number of part-time academicians in foundation universities	4,50
2.T.5	State universities have started to provide better personal benefits to teaching staff	4,50
2.T.6	Due to the YÖK law and its applications (program opening, quotas, etc.) there are constraints on institutional growth and diversification	4,50
2.T.7	The increased competition between universities in terms of the quality of the physical facilities and opportunities (dormitories, social areas, activity areas, etc.)	4,00
2.T.8	Some foundation universities offer more attractive opportunities to academic staff	4,00
2.T.9	The increased premium students and parents place on the cost/benefit ratio	4,00
2.T.10	Most of the revenue for foundation universities comes from tuition fees	3,50
2.T.11	The increasing number of foundation universities	3,50
2.T.12	There are not enough dormitories, sports and other service facilities (cafeterias, car parks, etc.) located in the surrounding areas of the campuses	3,50
2.T.13	The risk of natural disasters like an earthquake or flooding in Istanbul	3,00
2.T.14	The high traffic congestion in Istanbul and associated difficulties in getting to the campuses	3,00
2.T.15	The potentiality for negative economic developments and crises	3,00

EDUCATION & TRAINING

a. Opportunities

3.F.1	The lack of a model university that can stand out as an exemplary model of EDUCATION & TRAINING in higher education (associate, undergraduate and graduate) in Turkey	5,00
3.F.2	The Bologna Process and the European Higher Education Area	5,00
3.F.3	All other higher education and vocational training processes of the EU, excluding the Bologna process (Lisbon, Copenhagen, EU 2020 Strategy...)	5,00
3.F.4	Increased demand for online distance learning (full-time and part-time)	5,00
3.F.5	Rapid developments in IT and teaching technologies	5,00
3.F.6	After the growth in quality in the area of higher education in Turkey, quality will remain in the forefront for the growth in quantity	5,00
3.F.7	The university has initiated the WASC accreditation process	5,00
3.F.8	There is an increase in international, full-time student movement	4,50
3.F.9	There is an increase in international, short-term student movement (Erasmus, Laureate, Mevlana...)	4,50
3.F.10	A student movement of 20% in Europe has been targeted until 2020	4,50
3.F.11	The Vocational Standards and Competencies of the Vocational Competency Board (MYK)	4,50
3.F.12	The Turkish Competencies Framework (TYÇ) and the Turkish Higher Education Competencies Framework (TYYÇ)	4,50
3.F.13	The increasing interest in dual degree and dual diploma applications	4,50
3.F.14	Wide opportunities to create new educational programs and improve the existing ones with contributions from the business world, alumni and other stakeholders in Istanbul	4,30
3.F.15	The existence of sharing good business practices within the Laureate Network and the opportunity to organize common educational programs	4,00
3.F.16	The high demand for universities teaching in a foreign language	4,00
3.F.17	Principles that encourage lifelong learning like "recognizing prior learning" are becoming more widespread in the world and these new approaches and applications are quickly developing and being supported	4,00
3.F.18	The connection between vocational training and employment is increasing and strengthening	4,00
3.F.19	The need and demand for quality vocational training is increasing	4,00
3.F.20	There is a growing need towards the recognition of Open CourseWare	4,00
3.F.21	Education beyond borders is developing	4,00
3.F.22	The existence of national and international quality assurance and accreditation processes that make recognition easier	4,00
3.F.23	The number of graduates and their relationship with the university	4,00
3.F.24	The need and demand for "Dual Major" and "Minor" programs	3,80
3.F.25	The existence and many varieties of internships in Istanbul	3,80
3.F.26	The existence of many multinational corporations in Istanbul	3,80
3.F.27	The social and cultural richness of Istanbul; the fact that it is an attractive center for higher education for students from countries around the world	3,80
3.F.28	The need for new interdisciplinary educational programs	3,50

b. Threats

3.T.1	A national quality assurance system has not yet been identified, been made mandatory and as a result there is no transparency in the teaching quality (international recognition and collaboration risks)	5,0
3.T.2	The centralized, non-flexible and non-differentiating nature of the higher education system	5,0
3.T.3	The competition between universities in Istanbul is high in every educational area	4,7
3.T.4	The insufficient level of foreign language knowledge by secondary school graduates	4,5
3.T.5	The students have no learning centered learning habits	4,5
3.T.6	The absence of transparent and trustworthy information sources that separate the good from the bad and are about the quality of education at higher education institutions	4,5
3.T.7	The quality of students coming from secondary schools	4,0
3.T.8	The lack of interest of the students in the educational processes	4,0
3.T.9	The lack of interest shown by alumni, the business world and other stakeholders in the educational processes	4,0
3.T.10	The lack of interest shown by students in their career goals	3,8
3.T.11	The lack of pedagogic education of the teaching staff with regards to learner-centered education	3,5
3.T.12	Educational opportunities done through distance learning from abroad (i.e. MOOCS)	3,5
3.T.13	The development of study abroad and exchange programs	3,0

RESEARCH, DEVELOPMENT AND INNOVATION (RDI)

a. Opportunities

4.F.1	The national and international support sources for RDI studies are constantly increasing and diversifying (TÜBİTAK, KOSGEP, EU projects (Horizon 2020, COST, etc.), corporate and private sector support)	5,00
4.F.2	Existence of the European Research Area (ERA) and the opportunities for collaboration	5,00
4.F.3	Technology transfer offices like Teknopark, Tekmer, Teknoloji are supported (Ministry of Industry, TÜBİTAK etc.)	5,00
4.F.4	The triumvirate of Teknopark-university-industry is lucrative	5,00
4.F.5	The development of information technologies and resources; access to information is easier and faster	5,00
4.F.6	The need of stakeholders and the industry for collaboration	5,00
4.F.7	RDI and the educational processes support each other and there is an increasing need for them to be evaluated together	5,00
4.F.8	The potential for collaboration with industry in Istanbul is high	5,00

4.F.9	The increasing entrepreneurial and innovation tendencies of universities and students and the fact that such activities are encouraged	5,00
4.F.10	In accordance with Turkey's 2023 vision, the need for RDI in prioritized areas	5,00
4.F.11	The development of interdisciplinary research areas	5,00
4.F.12	The Turkish economy's increased need for RDI	4,50
4.F.13	The development of academic faculty's and researchers' international connections	4,50
4.F.14	Being part of the Laureate Network and having the chance to develop common projects within the network	4,50
4.F.15	The existence of national and international financial support programs for graduate students (SANTEZ, BIDEP, EU, etc.)	4,50
4.F.16	The motivation of academic staff towards RDI	4,00
4.F.17	RDI criteria are mostly utilized in determining rankings in Turkey and the world	4,00
4.F.18	National and international common research projects and thesis advising services can be created in graduate programs (especially in PhD programs)	4,00
4.F.19	Foreign researchers are provided support by TÜBİTAK	4,00
4.F.20	The university is located in Istanbul, where the center of the business world is	4,00
4.F.21	The new generation has a strong tendency towards innovation and entrepreneurship	3,50
4.F.22	The presence, strength and respectability of BİLGİ's publishing house	3,50
4.F.23	The prevalence of project markets	3,00
4.F.24	The attractive nature and opportunities of Istanbul to attract qualified researchers	3,00

b. Threats

4.T.1	The prevalence and growing importance of RDI data in determining university rankings in Turkey and the world	5,00
4.T.2	The difficulties in hiring qualified RDI staff	5,0
4.T.3	Universities are specializing in certain R&D areas and competition is fierce in these areas	4,5
4.T.4	Parallel to the increase in the number of universities, the competition to secure funds devoted to RDI is fierce	3,5
4.T.5	Too much red tape for such funds like the European Union	3,0

SERVICE TO SOCIETY

a. Opportunities

5.F.1	The increasing nature of community problems, there is no ownership and there is a need for new solutions	5,00
5.F.2	In accordance with the fast changing and diversifying employment needs, there has been an increase in the need and awareness of lifelong learning	5,00
5.F.3	BİLGİ is known (perceived) as an institution open to the community	5,00
5.F.4	There is a growing recognition for universities to have a Service to Societyoriented mission	5,00
5.F.5	As part of lifelong learning, activities towards the recognition of prior learning are getting stronger (e.g. the Vocational Competency Exam Centers of the Vocational Competency Board, the Ministry of Education's 2014-2018 Lifelong Learning Strategy Certificate and Action Plan)	5,00
5.F.6	The increased interest and demand for certificate programs (vocational, cultural and artistic)	5,00
5.F.7	The increased demand from corporations for educational and certificate programs geared towards the individual and vocational development of their employees	5,00
5.F.8	The social and community awareness aspects among students indicating a preference for BİLGİ are quite developed	4,50
5.F.9	The existence of public and private funds for Service to Societyprojects (EU, development agencies, local administrations, etc.)	4,50
5.F.10	There has been an increase in the number of educational centers and academies formed by institutions and organizations and in collaboration with universities	4,50
5.F.11	The potential of the area around BİLGİ to conduct social responsibility projects	4,00
5.F.12	The increased role and importance of social entrepreneurship	4,00
5.F.13	The increased beneficial effect of social and community services on people	4,00
5.F.14	The fact Service to Societycan be featured in certain areas (like health services)	4,00
5.F.15	The fact the santral campus has a structure that is open to the public and community	4,00
5.F.16	Institutions and organizations view universities as priority institutions that they can collaborate with	4,00
5.F.17	There has been a strengthening in the awareness of volunteering and social responsibility among the youth	4,00
5.F.18	There are more "summer schools" available for children and the youth than before	4,00
5.F.19	The fact that Istanbul has a variety of NGOs and there is a potential of these NGOs organizing community projects with universities	4,00
5.F.20	There is a government policy towards increasing employment among the young	2,00

b. Threats

5.T.1	There are not sufficient funds designated for Service to Societyprojects	4,00
5.T.2	There is a perception that universities are contributing less culturally (closure of ÇSM, etc.)	4,00
5.T.3	The high number of university and private education centers and the increased competition	4,00
5.T.4	There is not a sufficient level of entrepreneurial awareness in the community to form social responsibility projects	3,00

5.T.5	There is a perception that BİLGİ is not as prominent as it used to be in Service to Societyprocesses	2,00

ADMINISTRATIVE & SUPPORT SERVICES

a. Opportunities

6.F.1	The developments in the daily IT and campus automation systems	4,00
6.F.2	The possibility to employ qualified administrative and technical personnel in Istanbul	4,00
6.F.3	The existence of organizations that offer quality Administrative & Support Services in Istanbul	4,00
6.F.4	The existence of quality management systems (ISO and EFQM) that can increase the efficiency and effectiveness of Administrative & Support Services	4,50

b. Threats

6.T.1	The fact other universities can offer scholarships and dormitory options and the governmental policy about dormitories	5,00
6.T.2	Some foundation universities can offer more attractive support services like scholarships, accommodation, food to students	5,00
6.T.3	Students have high expectations from foundation universities due to their paying tuition	5,00
6.T.4	Some foundation universities can offer more attractive social, cultural and educational services (library, cafeteria, sports areas, dormitories, etc.)	5,00
6.T.5	Difficulties in finding administrative personnel with quality management systems experience	5,00
6.T.6	Risks associated with workplace safety and health	5,00
6.T.7	Some universities can offer attractive physical spaces and social opportunities to their academic and administrative personnel	4,00

MANAGEMENT CHARACTERISTICS (STRUCTURAL AND BEHAVIORAL)

a. Opportunities

MANAGEMENT CHARACTERISTICS (STRUCTURAL)		
7.F.1	The existence of quality processes that support institutional development (e.g. EFQM Excellence Model, WASC accreditation)	5,00
7.F.2	An exemplary institutional governance model (accountability, transparency, sustainability, participative management, etc.) has not yet been developed at foundation universities	5,00
7.F.3	Good executive applications within the Laureate network	5,00
7.F.4	New executive approach models and techniques have developed at the international level	4,00
7.F.5	The existence of the student council and clubs, activities and tendency to participate	4,00
7.F.6	Developments in university governance in accordance with the new YÖK law	4,00
7.F.7	The fact that SP and a culture of quality is spreading among institutions and organizations	4,50
7.F.8	There is professional software that can support planning and quality improvement efforts for processes like SP, process and performance management and decision making	3,50
7.F.9	There is a growing importance in terms of transparency and accountability for higher education institutions in terms of quality assurance	4,50
7.F.10	A sense of management is developing along with internal and external stakeholders	4,00
MANAGEMENT CHARACTERISTICS (BEHAVIORAL)		
8.F.1	The increasing importance of a common culture and values for institutions	5,00
8.F.2	The increasing importance of institutional belonging	5,00
8.F.3	The perception that BİLGİ offers its students, academic and administrative staff a free and democratic environment	5,00
8.F.4	The increasing importance of horizontal and vertical communication within the institution	4,00
8.F.5	The contribution to the university's value of student, employee and stakeholder satisfaction	4,50
8.F.6	Good governance applications within the Laureate network	4,00

b. Threats

MANAGEMENT CHARACTERISTICS (STRUCTURAL)		
7.T.1	Apathy of the students towards participating in executive processes	**4,00**
7.T.2	Developments in university governance in accordance with the new YÖK law	4,00
7.T.3	There is no definition for a flexible management system in foundation universities in the current YÖK law	4,00
7.T.4	The centralized nature of the YÖK law, constraints limiting autonomy and diversity	4,00
7.T.5	Community culture has not yet reached a level that can support the institutional management culture of universities	4,00
7.T.6	There is no "national quality assurance" system that can support institutional quality management in higher education	4,00
MANAGEMENT CHARACTERISTICS (BEHAVIORAL)		
8.T.1	The risk of a weakening in institutional culture and common values due to growth	4,00

STRATEGIC DOMAINS AND AIMS

As a result of the institutional assessment studies, the determined 18 strategic aims were grouped under 6 STRATEGIC DOMAINs. The numerical distribution of these strategic aims according to the areas can be found below.

STRATEGIC DOMAINS	STRATEGIC AIMS
INSTITUTIONAL QUALITIES AND CHARACTERISTICS	6
EDUCATION & TRAINING	4
RESEARCH & DEVELOPMENT & INNOVATION	2
SERVICE TO SOCIETY	2
ADMINISTRATIVE & SUPPORT SERVICES	3
GOVERNANCE	1
TOTAL	18

STRATEGIC DOMAIN 1: INSTITUTIONAL QUALITIES AND CHARACTERISTICS

"To create exemplary campuses and richness at international standards in an environment in which the students and employees are safe and at peace, where they can expand their horizons, which is open to shareholders and the public, is supportive of cultural differences and richness; has the necessary human and financial source competencies in accordance with the associated student numbers and qualities and embodies the scientific autonomy, respectability and values of the Education & Training, research, social, cultural, and athletic environment and opportunities; to grow as a global institution of higher learning in accordance with these basic principles and to popularize higher education."

STRATEGIC DOMAIN 1: INSTITIONAL CHARACTERISTICS AND DEVELOPMENT

STRATEGIC AIMS and MAIN GOALS

1.1. To increase the number of qualified, full-time national and international students in the educational programs.

    1.1.1. Increase the total student numbers in the educational programs.

    1.1.2. Increase the number of total full-time international students in the undergraduate and graduate programs.

    1.1.3. Increase the number of qualified students in the educational programs.

1.2. To ensure the employment of highly qualified academic and administrative personnel and to support their development.

    1.2.1. Ensure administrative positions are staffed with highly qualified candidates.

    1.2.2. Support the development of administrative personnel.

    1.2.3. Employ highly qualified academic personnel from inside and outside the country.

    1.2.4. Support the development of academic personnel.

1.3. To diversify and enrich the university's financial resources independent of student tuitions.

    1.3.1. Diversify and enrich the university's financial resources independent of student tuitions.

1.4. To improve the per capita student numbers for each faculty member and widen the scope of the current service areas (Education & Training, research, social, cultural service areas, etc.) to ensure their effective and efficient use and that these areas are in proportion to student numbers.

    1.4.1. Improve the per capita student numbers for each faculty member.

    1.4.2. Widen the scope of the current service areas (Education & Training, research, social, cultural service areas, etc.) to ensure their effective and efficient use and that these areas are in proportion to student numbers.

1.5. To increase the variety of educational fields the university provides.

    1.5.1. Increase the variety of educational fields the university provides.

1.6. To compare the university's current quality standing with national and international quality assurance standards and continuously improve all aspects of the university in light of the obtained results.

    1.6.1. Compare the university's current quality standing with national and international quality assurance standards and continuously improve all aspects of the university in light of the obtained results.

STRATEGIC DOMAIN 2: EDUCATION & TRAINING

"Offer EDUCATION & TRAINING services that are at an exceptional level and become one of the top universities preferred by national and international students in this area."

STRATEGIC DOMAIN 2: EDUCATION & TRAINING

STRATEGIC AIMS and MAIN GOALS

2.1 To determine key competencies in the EDUCATION & TRAINING programs as the university's institutional outcomes that will support the students' professional and life-long development and are needed in today's world and equip students with these outcomes during their education.

    2.1.1 Define the competencies for the Education & Training programs in accordance with NQF-HETR, BİLGİ's mission statement and BİLGİ's Institutional Learning Outcomes; ensure students are equipped with these competencies during their education through common courses and activities.

    2.1.2 Apply the learning outcomes for all Education & Training programs to all programs through outcome based assessment and comprehensive program review procedures and to base all curriculum and program development decisions on the results obtained from these procedures.

    2.1.3 To efficiently apply a system of student centered teaching, the per capita student numbers for each course and the course load of each instructor will be reviewed and improved.

    2.1.4 Ensure the English competency of the students throughout their education.

    2.1.5 Support the students' participation in the educational process by increasing their interest and motivation and help them to successfully complete their education in a normal timeframe and graduate with a grade of high achievement.

    2.1.6 Develop procedures that will support the learning process of those students that encounter difficulties in certain areas in their educational life.

2.2 To increase the number and variety of Internet based courses (hybrid, blended) and the accessibility to these Internet based courses.

    2.2.1 Increase the number of courses offered completely or partially (blended) through distance education in the hybrid educational programs and improve the quality and number of students in these courses.

    2.2.2 Ensure the efficient use of LMS by the students and instructors in all courses.

2.3 To support the development of the professional and pedagogic competencies of faculty members within student centered educational procedures and encourage the use of current EDUCATION & TRAINING technologies as part of new teaching methods.

    2.3.1 Support the development of the professional and pedagogic competencies of faculty members within student centered educational procedures and encourage the use of current EDUCATION & TRAINING technologies as part of new teaching methods

2.4 To encourage, support and develop internationalization in the target programs.

    2.4.1 Increase the numbers, quality and variety of origin countries of foreign exchange students studying full-time in all educational programs.

    2.4.2 Increase the mobility of international exchange programs.

    2.4.3 Increase the number of qualified full and part-time and short-term or guest foreign instructors.

    2.4.4 Increase the number and quality of international joint or dual degree programs.

STRATEGIC DOMAIN 3: RESEARCH, DEVELOPMENT AND INNOVATION (RDI)

"Preferably to be one of the top national and international universities in the areas of RDI."

STRATEGIC DOMAIN 3: RESEARCH, DEVELOPMENT AND INNOVATION (RDI)

STRATEGIC AIMS and MAIN GOALS

3.1 **To support RDI studies within the university and create an infrastructure that will allow for its development.**

3.1.1 Review the efficiency of the Research and Application centers.

3.1.2 Encourage the academic personnel to conduct RDI studies and increase motivation.

3.1.3 Create a "Technology Transfer Office" that will house a "Project Development, Application and Execution Support Office" that will oversee the transfer of RDI studies at the university to industry and will support the development of new ideas and entrepreneurship.

3.2 **To increase the visibility of the RDI studies at the university.**

3.2.1 Participate in RDI projects sponsored by reputable national and international entities as a coordinator and/or participant.

3.2.2 Increase the number of products, designs, useful models and patents produced as a result of RDI activities.

3.2.3 Increase the number of publications and references in influential, international scientific journals scanned by ISI and Scopus databases.

3.2.4 Increase the number of publications and other scientific activities in scientific journals not scanned by ISI and Scopus databases.

3.2.5 Consistently increase the university's national and international ranking and rating.

STRATEGIC DOMAIN 4: SERVICE TO SOCIETY

"Be sensitive towards societal problems; contribute towards the development of society's health, employment and welfare and the increasing of knowledge, skills and life quality through employees, students and stakeholders."

STRATEGIC DOMAIN 4: SERVICE TO SOCIETY

STRATEGIC AIMS and MAIN GOALS

4.1 To increase the number of Service to Societyactivities in terms of quality and quantity and spread a long-lasting social responsibility awareness among all the stakeholders of the university.

4.1.1 Strengthen the students' Service to Societyand social responsibility competencies.

4.1.2 Increase the number of researches and projects conducted by academic units and Research and Application Centers towards the determination of community problems and their solutions, and vary the financial resources provided for these projects.

4.1.3 Play a role in the resolving of problems in neighborhoods and areas adjacent to BİLGİ campuses and encourage activities that support cultural development; additionally, share the social and cultural opportunities available on the campuses with the community.

4.1.4 Encourage the academic units at the university to offer certificate programs outlined in the Service to Societyprinciple under the auspices of BİLGİ Education.

4.2 To form a periodic assessment and quality assurance system that will allow for the assessment and continuous improvement of Service to Societyprojects and activities organized by the university.

4.2.1 Form and apply a periodic assessment and quality assurance system that incorporates internal and external assessment periods and will allow for the assessment and continuous improvement of Service to Societyprojects and activities organized by the university in terms of outcomes, effect, cost/benefit, appropriacy and performance.

STRATEGIC DOMAIN 5: ADMINISTRATIVE & SUPPORT SERVICES

"Create Administrative & Support Services at a high-quality standard that support the efficient and productive execution of the services currently provided by the university (Education & Training, research-development and community service) and all new endeavors, and are focused on student, academic and administrative personnel and other stakeholders' satisfaction and to offer these services at a level of excellence."

STRATEGIC DOMAIN 5: ADMINISTRATIVE & SUPPORT SERVICES

STRATEGIC AIMS and MAIN GOALS

5.1 To create and execute quality focused administrative and support procedures that will support the efficient and productive execution of relations with external stakeholders (alumni, business world and other stakeholders).

   5.1.1 Create and execute quality focused administrative and support procedures that will support the efficient and productive execution of relations with external stakeholders (alumni, business world and other stakeholders).

5.2 To create quality focused administrative and support procedures that will support the university's institutional structure and development, will meet the needs and expectations of the academic and administrative personnel in their business and campus lives at the highest level, will support their vocational and individual development and do this at a level of excellence.

   5.2.1 Create, apply and improve quality focused administrative and support procedures that will support the university's institutional structure and development, will meet the needs and expectations of the academic and administrative personnel in their business and campus lives at the highest level, will support their vocational and individual development and continuously increase satisfaction.

5.3 To create quality focused administrative and support procedures that will support the students' educational processes and their social, cultural and individual development and successes and encourage their participation in these processes and do this at a level of excellence.

   5.3.1 Create quality focused administrative and support procedures that will support the students' educational processes and their social, cultural and individual development and successes and encourage their participation in these processes and do this at a level of excellence.

STRATEGIC DOMAIN 6: GOVERNANCE

"To create a participative, democratic and people oriented sustainable and strategic governance system and culture that is based on the university's mission, vision and values and believes in continuous improvement and excellence and is transparent, accountable and is supported with multi-dimensional quality standards."

STRATEGIC DOMAIN 6: GOVERNANCE

STRATEGIC AIM and MAIN GOALS

6.1 To make the university's current governance and decision-making processes more efficient and visible by associating the processes with the strategic plan in accordance with the principles of good governance (consistency, responsibility, accountability, fairness, transparency, efficiency and law abiding).

6.1.1 Ensure that the governance and decision-making processes are done in writing.
6.1.2 Ensure a culture of good governance is adopted and developed by all stakeholders within the university.
6.1.3 Ensure that all internal and external stakeholders are systematically involved in the decision-making processes.

ADDENDUMS

ADDENDUM-I

SELF-ASSESSMENT RESULTS OF THE ACADEMIC UNITS

FACULTY OF SOCIAL SCIENCES AND HUMANITIES Participating in survey: 44 Total staff: 90 Participation rate: 48.89%	Subject Headings							
	1	2	3	4	5	6	7	8
Department of Computer Sciences	2,28	1,80	2,05	1,54	1,79	2,26	1,45	1,96
Department of Financial Mathematics	3,18	3,52	3,00	2,94	3,27	3,62	3,21	4,00
Department of English Teaching	3,05	2,81	3,06	3,03	3,36	3,10	2,76	3,32
Department of Comparative Literature	2,78	2,48	2,57	2,38	2,53	2,70	2,50	2,61
Department of Mathematics	2,71	2,40	2,39	1,54	2,27	2,31	2,05	2,18
Department of Music	2,84	2,85	2,76	2,16	2,50	2,56	2,51	2,60
Department of Psychology	2,72	2,43	2,70	1,57	2,55	2,43	1,88	2,39
Department of Sociology	2,71	2,57	2,59	2,33	2,61	2,46	2,36	2,55
Department of History	2,77	2,25	2,51	1,60	2,71	2,62	2,24	2,00
Faculty Average	*2,75*	*2,49*	*2,62*	*2,12*	*2,58*	*2,59*	*2,25*	*2,51*
Average of the Faculties	*2,83*	*2,60*	*2,71*	*2,13*	*2,72*	*2,63*	*2,39*	*2,70*
University Average	*2,94*	*2,71*	*2,83*	*2,40*	*2,85*	*2,77*	*2,66*	*2,85*

FACULTY OF LAW Participating in survey: 37 Total staff: 49 Participation rate: 75.51%	Subject Headings							
	1	2	3	4	5	6	7	8
Faculty of Law	2,85	2,54	2,71	2,54	2,88	2,49	2,40	2,75
Faculty Average	*2,85*	*2,54*	*2,71*	*2,54*	*2,88*	*2,49*	*2,40*	*2,75*
Average of the Faculties	*2,83*	*2,60*	*2,71*	*2,13*	*2,72*	*2,63*	*2,39*	*2,70*
University Average	*2,94*	*2,71*	*2,83*	*2,40*	*2,85*	*2,77*	*2,66*	*2,85*

FACULTY OF BUSINESS AND ADMINISTRATOVE SCIENCES Participating in survey: 47 Total staff: 92 Participation rate: 51.09%	Subject Headings							
	1	2	3	4	5	6	7	8
Department of Economics	3,05	2,85	2,76	2,34	2,69	2,82	2,53	2,90
Department of Business	2,75	2,86	2,60	1,84	2,50	2,50	2,24	2,46
Department of International Relations	2,99	2,70	2,67	2,34	2,87	2,53	2,11	2,76
Faculty Average	*2,93*	*2,80*	*2,68*	*2,17*	*2,71*	*2,62*	*2,30*	*2,71*
Average of the Faculties	*2,83*	*2,60*	*2,71*	*2,13*	*2,72*	*2,63*	*2,39*	*2,70*
University Average	*2,94*	*2,71*	*2,83*	*2,40*	*2,85*	*2,77*	*2,66*	*2,85*

FACULTY OF COMMUNICATION Participating in survey: 45 Total staff: 81 Participation rate: 55.56%	Subject Headings							
	1	2	3	4	5	6	7	8
Department of Visual Communication Design	2,78	2,59	2,59	2,14	2,53	2,59	2,53	2,78
Department of Public Relations	2,98	2,84	3,01	2,06	2,73	2,79	2,65	2,88
Department of Cultural Management	3,12	2,38	2,83	1,85	4,14	3,19	1,85	2,56
Department of Media and Communication Systems	2,73	2,63	2,78	1,75	2,59	2,61	2,26	2,82
Department of Advertising	3,06	2,95	3,15	2,56	3,15	2,88	2,82	3,16
Department of Performing Arts	2,82	2,42	2,87	1,75	3,25	2,76	2,43	2,55
Department of Arts Management	2,31	2,01	2,06	1,53	1,41	1,88	1,25	1,68
Department of Cinema and Television	2,56	2,68	2,66	2,80	2,84	2,68	2,76	2,78
Department of Television Journalism and Programing	3,11	3,00	3,65	2,42	4,00	3,24	3,96	3,75
Faculty Average	*2,85*	*2,68*	*2,88*	*2,04*	*2,69*	*2,69*	*2,50*	*2,82*
Average of the Faculties	*2,83*	*2,60*	*2,71*	*2,13*	*2,72*	*2,63*	*2,39*	*2,70*
University Average	*2,94*	*2,71*	*2,83*	*2,40*	*2,85*	*2,77*	*2,66*	*2,85*

FACULTY OF ARCHITECTURE	Subject Headings							
Participating in survey: 7 Total staff: 30 Participation rate: 23.33%	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Puan	Puan	Puan	Puan	Puan	Puan	Puan	Puan
Department of Industrial Design	2,71	2,44	3,00	2,37	3,15	2,83	2,47	3,60
Department of Interior Design	2,45	2,27	2,51	1,84	2,41	2,00	1,35	1,91
Department of Architecture	2,59	2,31	2,45	1,95	2,49	2,30	2,48	2,56
Faculty Average	*2,56*	*2,32*	*2,57*	*2,00*	*2,58*	*2,36*	*2,18*	*2,51*
Average of the Faculties	*2,83*	*2,60*	*2,71*	*2,13*	*2,72*	*2,63*	*2,39*	*2,70*
University Average	*2,94*	*2,71*	*2,83*	*2,40*	*2,85*	*2,77*	*2,66*	*2,85*

FACULTY OF ENGINEERING	Subject Headings							
Participating in survey: 36 Total staff: 46 Participation rate: 78.26%	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Department of Computer Engineering	2,65	2,28	2,92	1,82	2,37	2,76	2,29	2,45
Department of Electrical and Electronics Engineering	2,63	2,14	2,55	1,86	2,94	2,53	2,10	2,47
Department of Industrial Engineering	2,75	2,43	2,73	2,26	2,64	2,64	1,99	2,59
Department of Energy Systems Engineering	2,78	2,43	2,79	2,08	2,96	2,69	2,94	2,83
Department of Genetics and Bioengineering	2,74	2,46	2,45	1,95	2,82	2,88	2,77	3,05
Department of Civil Engineering	3,74	3,33	3,49	2,89	3,53	3,51	3,83	3,65
Department of Mechanical Engineering	2,71	2,36	2,43	1,43	2,77	2,81	2,43	2,32
Faculty Average	*2,80*	*2,44*	*2,71*	*2,01*	*2,84*	*2,78*	*2,57*	*2,75*
Average of the Faculties	*2,83*	*2,60*	*2,71*	*2,13*	*2,72*	*2,63*	*2,39*	*2,70*
University Average	*2,94*	*2,71*	*2,83*	*2,40*	*2,85*	*2,77*	*2,66*	*2,85*

SCHOOL OF HEALTH SCIENCES Participating in survey: 15 Total staff: 20 Participation rate: 75%	Subject Headings							
	1	2	3	4	5	6	7	8
Department of Nutrition and Dietetics	2,47	2,26	2,32	1,44	2,32	2,85	2,54	2,22
Department of Ergotherapy	3,24	2,61	2,55	2,09	2,68	3,13	3,00	3,00
Department of Physiotherapy and Rehabilitation	2,65	2,15	2,33	1,91	2,79	2,76	3,02	2,90
Department of Nursing	2,84	2,49	2,97	2,89	3,00	2,48	2,95	2,87
Department of Perfusion		1,50						
School Average	*2,73*	*2,35*	*2,61*	*2,21*	*2,77*	*2,71*	*2,87*	*2,70*
Average of the Schools	*2,88*	*2,50*	*2,69*	*2,28*	*2,82*	*2,78*	*2,77*	*2,77*
University Average	*2,94*	*2,71*	*2,83*	*2,40*	*2,85*	*2,77*	*2,66*	*2,85*

SCHOOL OF TOURISM AND HOSPITALITY Participating in survey: 1 Total staff: 3 Participation rate: 33.33%	Subject Headings							
	1	2	3	4	5	6	7	8
Department of Gastronomy and Culinary Arts	2,94	2,50	2,36	2,38	1,83	2,91	2,29	2,11
School Average	*2,94*	*2,50*	*2,36*	*2,38*	*1,83*	*2,91*	*2,29*	*2,11*
Average of the Schools	*2,88*	*2,50*	*2,69*	*2,28*	*2,82*	*2,78*	*2,77*	*2,77*
University Average	*2,94*	*2,71*	*2,83*	*2,40*	*2,85*	*2,77*	*2,66*	*2,85*

SCHOOL OF APPLIED SCIENCES Participating in survey: 7 Total staff: 13 Participation rate: 58.33%	Subject Headings							
	1	2	3	4	5	6	7	8
Banking and Finance Undergraduate Program	2,97	2,79	2,75	2,10	2,56	2,76	2,36	2,75
Department of Fashion Design	3,00	2,71	2,32	2,00		2,77	2,00	1,63
Department of International Logistics and Transportation	3,30	2,85	3,14	2,79	3,30	2,97	2,81	3,34
School Average	*3,17*	*2,82*	*2,95*	*2,41*	*3,07*	*2,88*	*2,65*	*2,99*

	1	2	3	4	5	6	7	8
Average of the Schools	*2,88*	*2,50*	*2,69*	*2,28*	*2,82*	*2,78*	*2,77*	*2,77*
University Average	*2,94*	*2,71*	*2,83*	*2,40*	*2,85*	*2,77*	*2,66*	*2,85*

MESLEK YÜKSEKOKULU	Subject Headings							
Participating in survey: 11 **Total staff: 28** **Participation rate: 39.29%**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Printing and Publishing Technologies Associate Degree Program	2,85	2,45	2,85		2,40	2,25	2,18	2,63
Public Relations and Advertising Associate Degree Program	2,88	3,00	2,84			2,39	2,25	2,40
Business Management Associate Degree Program	2,93	2,76	2,78	1,96	3,40	3,45	2,28	2,61
Opticianry Associate Degree Program	3,15	3,05	3,41	3,90	4,09	3,69	4,00	3,63
Perfusion Technics Associate Degree Program	3,13	3,00	3,20	3,00	3,00	3,00	3,00	3,40
Radiotherapy Associate Degree Program	2,53	2,92	2,89			3,06	3,00	3,00
Radio and Television Programming Associate Degree Program	3,00	3,10	3,11	3,00	2,29	2,57	3,00	3,67
Medical Laboratory Technics Associate Degree Program	2,79	2,40	2,78	2,00	2,83	2,74	2,85	3,00
Vocational School Average	*2,94*	*2,86*	*3,04*	*2,86*	*3,26*	*3,09*	*2,91*	*3,05*
Average of the Vocational Schools	*2,94*	*2,86*	*3,04*	*2,86*	*3,26*	*3,09*	*2,91*	*3,05*
University Average	*2,94*	*2,71*	*2,83*	*2,40*	*2,85*	*2,77*	*2,66*	*2,85*

ENGLISH LANGUAGE PROGRAMS	Subject Headings							
Participating in survey: 84 **Total staff: 121** **Participation rate: 69.42%**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
English Preparatory Program	2,92	2,73	2,93	2,97	2,90	2,68	3,08	3,18
Undergraduate English Language Program	2,68	2,60	2,46	2,56	2,54	2,46	2,54	2,62
Academic Unit Average	*2,87*	*2,71*	*2,82*	*2,89*	*2,83*	*2,64*	*2,96*	*3,06*
University Average	*2,94*	*2,71*	*2,83*	*2,40*	*2,85*	*2,77*	*2,66*	*2,85*

TURKISH LANGUAGE UNIT	Subject Headings							
Participating in survey: 2	1	2	3	4	5	6	7	8
Turkish Language	3,00	2,74	2,91	3,00	2,89	2,78	2,91	2,59
Academic Unit Average	3,00	2,74	2,91	3,00	2,89	2,78	2,91	2,59
University Average	2,94	2,71	2,83	2,40	2,85	2,77	2,66	2,85

(Total staff: 7, Participation rate: 28.57%)

GRADUATE SCHOOL OF NATURAL AND APPLIED SCIENCES	Subject Headings							
Participating in survey: 1	1	2	3	4	5	6	7	8
Architectural Design Graduate Program	2,47	2,52	2,62	2,00	2,05	2,05	1,71	2,45
Graduate School Average	2,47	2,52	2,62	2,00	2,05	2,05	1,71	2,45
Average of the Graduate Schools	2,73	2,63	2,65	1,91	2,74	2,94	2,24	2,70
University Average	2,94	2,71	2,83	2,40	2,85	2,77	2,66	2,85

(Total staff: 4, Participation rate: 25%)

GRADUATE SCHOOL OF SOCIAL SCIENCES	Subject Headings							
Participating in survey: 5	1	2	3	4	5	6	7	8
European Studies Graduate Program	3,08	2,76	2,78	2,67	3,00	2,87	3,08	3,00
Economics Graduate Program	2,15	2,38	1,85	1,12	1,38	2,90	1,21	1,40
Philosophy and Social Thought Graduate Program	2,85	2,64	3,11	3,50	3,50	3,06	3,30	3,25
Business Graduate Program	2,91	2,75	2,72	2,00	3,35	3,40	2,29	3,25
Graduate School Average	2,79	2,65	2,65	1,91	2,92	3,15	2,37	2,77
Average of the Graduate Schools	2,73	2,63	2,65	1,91	2,74	2,94	2,24	2,70
University Average	2,94	2,71	2,83	2,40	2,85	2,77	2,66	2,85

(Total staff: 12, Participation rate: 41.67%)

ADDENDUM-II

ADMINISTRATIVE UNITS SELF-ASSESSMENT RESULTS

OFFICE OF THE PRESIDENT Participating in survey: 2 Total staff: 5 Participation rate: 40%	Subject Headings							
	1	2	3	4	5	6	7	8
Unit Average	3,00	3,10	2,87	3,00	3,00	2,63	2,72	2,82
Average *of Administrative Units*	3,08	2,87	3,00	2,76	3,00	2,92	2,82	2,96
University Average	2,94	2,71	2,83	2,40	2,85	2,77	2,66	2,85

BİLGİ EDUCATION Participating in survey: 9 Total staff: 10 Participation rate: 90%	Subject Headings							
	1	2	3	4	5	6	7	8
Unit Average	2,92	2,89	2,95	2,67	2,88	2,84	2,59	2,72
Average *of Administrative Units*	3,08	2,87	3,00	2,76	3,00	2,92	2,82	2,96
University Average	2,94	2,71	2,83	2,40	2,85	2,77	2,66	2,85

INFORMATION TECHNOLOGIES Participating in survey: 48 Total staff: 58 Participation rate: 82.76%	Subject Headings							
	1	2	3	4	5	6	7	8
Unit Average	3,13	2,88	3,10	2,63	3,08	2,95	2,75	2,96
Average *of Administrative Units*	3,08	2,87	3,00	2,76	3,00	2,92	2,82	2,96
University Average	2,94	2,71	2,83	2,40	2,85	2,77	2,66	2,85

FINANCE

Participating in survey: 24
Total staff: 28
Participation rate: 84.71%

	Subject Headings							
	1	2	3	4	5	6	7	8
Unit Average	3,20	2,85	2,97	2,76	3,04	2,90	2,87	3,17
Average *of Administrative Units*	3,08	2,87	3,00	2,76	3,00	2,92	2,82	2,96
University Average	2,94	2,71	2,83	2,40	2,85	2,77	2,66	2,85

GENERAL SECRETARIAT

Participating in survey: 8
Total staff: 11
Participation rate: 72.73%

	Subject Headings							
	1	2	3	4	5	6	7	8
Unit Average	3,37	3,05	3,16	2,97	3,08	3,05	2,75	3,03
Average *of Administrative Units*	3,08	2,87	3,00	2,76	3,00	2,92	2,82	2,96
University Average	2,94	2,71	2,83	2,40	2,85	2,77	2,66	2,85

LEGAL AFFAIRS

Participating in survey: 2
Total staff: 2
Participation rate: 100%

	Subject Headings							
	1	2	3	4	5	6	7	8
Unit Average	2,76	2,62	2,49	2,25	2,57	2,76	3,11	3,22
Average *of Administrative Units*	3,08	2,87	3,00	2,76	3,00	2,92	2,82	2,96
University Average	2,94	2,71	2,83	2,40	2,85	2,77	2,66	2,85

ADMINISTRATIVE AFFAIRS and PURCHASING

Participating in survey: 23
Total staff: 58
Participation rate: 39.66%

	Subject Headings							
	1	2	3	4	5	6	7	8
Unit Average	3,03	2,87	3,16	2,79	2,87	3,00	2,91	2,87
Average *of Administrative Units*	3,08	2,87	3,00	2,76	3,00	2,92	2,82	2,96
University Average	2,94	2,71	2,83	2,40	2,85	2,77	2,66	2,85

HUMAN RESOURCES

Participating in survey: 26
Total staff: 27
Participation rate: 96.30%

	Subject Headings							
	1	2	3	4	5	6	7	8
Unit Average	3,05	2,89	2,95	3,01	3,05	2,87	2,98	2,98
Average *of Administrative Units*	3,08	2,87	3,00	2,76	3,00	2,92	2,82	2,96
University Average	2,94	2,71	2,83	2,40	2,85	2,77	2,66	2,85

CAREER CENTER

Participating in survey: 2
Total staff: 4
Participation rate: 50%

	Subject Headings							
	1	2	3	4	5	6	7	8
Unit Average	2,53	2,74	2,73	2,50	3,03	2,77	2,83	3,26
Average *of Administrative Units*	3,08	2,87	3,00	2,76	3,00	2,92	2,82	2,96
University Average	2,94	2,71	2,83	2,40	2,85	2,77	2,66	2,85

REGISTRAR'S OFFICE

Participating in survey: 6
Total staff: 7
Participation rate: 85.71%

	Subject Headings							
	1	2	3	4	5	6	7	8
Unit Average	3,02	2,79	2,71	2,50	2,91	2,94	2,69	2,67
Average *of Administrative Units*	3,08	2,87	3,00	2,76	3,00	2,92	2,82	2,96
University Average	2,94	2,71	2,83	2,40	2,85	2,77	2,66	2,85

LIBRARY

Participating in survey: 4
Total staff: 5
Participation rate: 80%

	Subject Headings							
	1	2	3	4	5	6	7	8
Unit Average	3,00	2,67	3,41	2,31	3,16	2,67	2,30	2,71
Average *of Administrative Units*	3,08	2,87	3,00	2,76	3,00	2,92	2,82	2,96
University Average	2,94	2,71	2,83	2,40	2,85	2,77	2,66	2,85

STUDENT SUPPORT CENTER

Participating in survey: 4
Total staff: 5
Participation rate: 80%

	Subject Headings							
	1	2	3	4	5	6	7	8
Unit Average	2,99	2,57	3,26	2,89	2,98	3,09	2,94	3,02
Average *of Administrative Units*	3,08	2,87	3,00	2,76	3,00	2,92	2,82	2,96
University Average	2,94	2,71	2,83	2,40	2,85	2,77	2,66	2,85

STUDENT AFFAIRS

Participating in survey: 13
Total staff: 14
Participation rate: 92.86%

	Subject Headings							
	1	2	3	4	5	6	7	8
Unit Average	2,92	2,81	2,86	2,71	2,80	2,74	2,60	2,67
Average *of Administrative Units*	3,08	2,87	3,00	2,76	3,00	2,92	2,82	2,96
University Average	2,94	2,71	2,83	2,40	2,85	2,77	2,66	2,85

ADMISSIONS AND CORPORATE COMMUNICATIONS

Participating in survey: 34
Total staff: 39
Participation rate: 87.18%

	Subject Headings							
	1	2	3	4	5	6	7	8
Unit Average	3,23	2,97	3,02	2,82	3,12	3,04	2,94	3,12
Average *of Administrative Units*	3,08	2,87	3,00	2,76	3,00	2,92	2,82	2,96
University Average	2,94	2,71	2,83	2,40	2,85	2,77	2,66	2,85

PLANNING

Participating in survey: 2
Total staff: 2
Participation rate: 100%

	Subject Headings							
	1	2	3	4	5	6	7	8
Unit Average	3,09	2,94	3,06	3,05	3,10	2,91	2,75	3,20
Average *of Administrative Units*	3,08	2,87	3,00	2,76	3,00	2,92	2,82	2,96
University Average	2,94	2,71	2,83	2,40	2,85	2,77	2,66	2,85

PSYCHOLOGICAL COUNSELING
Participating in survey: 4
Total staff: 7
Participation rate: 57.14%

	Subject Headings							
	1	2	3	4	5	6	7	8
Unit Average	3,14	2,83	2,98	3,33	3,21	2,84	2,86	2,70
Average *of Administrative Units*	3,08	2,87	3,00	2,76	3,00	2,92	2,82	2,96
University Average	2,94	2,71	2,83	2,40	2,85	2,77	2,66	2,85

OFFICE OF THE RECTOR
Participating in survey: 3
Total staff: 10
Participation rate: 30%

	Subject Headings							
	1	2	3	4	5	6	7	8
Unit Average	2,60	2,20	2,11	1,57	2,50	2,39	1,61	2,29
Average *of Administrative Units*	3,08	2,87	3,00	2,76	3,00	2,92	2,82	2,96
University Average	2,94	2,71	2,83	2,40	2,85	2,77	2,66	2,85

INTERNATIONAL OFFICE
Participating in survey: 6
Total staff: 8
Participation rate: 75%

	Subject Headings							
	1	2	3	4	5	6	7	8
Unit Average	2,71	2,70	2,98	3,50	2,96	2,74	2,87	2,71
Average *of Administrative Units*	3,08	2,87	3,00	2,76	3,00	2,92	2,82	2,96
University Average	2,94	2,71	2,83	2,40	2,85	2,77	2,66	2,85

ADMINISTRATIVE STAFF EMPLOYED IN THE ACADEMIC UNITS
Participating in survey: 38
Total staff: 78
Participation rate: 48.72%

	Subject Headings							
	1	2	3	4	5	6	7	8
Unit Average	3,03	2,72	3,03	2,86	2,81	2,84	2,68	2,72
Average *of Administrative Units*	3,03	2,72	3,03	2,86	2,81	2,84	2,68	2,72
University Average	2,94	2,71	2,83	2,40	2,85	2,77	2,66	2,85