

"Together we grow - together we become stronger"

Meeting Summary

On Wednesday, February 18, 2026, a meeting was held by our University's Quality Coordination Office as part of the Internal Institutional Evaluation Report (IIR). The meeting, attended by the Rector, Vice Rectors, Quality Coordinator and Assistants, as well as numerous academic and administrative staff from the University, included an opening speech by the Rector. The Quality Coordinator and Quality Writing Coordinators then presented information on quality assurance systems implemented in higher education institutions and the "planning, implementing, monitoring, and correcting (PDCA)" cycle within the education, research and development, and community contribution processes.



AYBU Quality Coordination Office

February 18, 2026



In his opening speech, our Rector, Prof. Dr. Ali Cengiz Köseoğlu, stated:

The Rector emphasized that the KİDR report is not merely a formal obligation, but a strategic self-assessment tool that reveals the university's strengths and identifies areas for improvement. Noting that a culture of quality is a dynamic process requiring continuity and strengthened by the joint contributions of all units, the Rector stated that the recent YÖKAK (Higher Education Quality Council) site visit was successful and that the evaluation process is ongoing. Regardless of the final decision, the Rector stated that the quality journey will continue with determination, emphasizing that the upcoming period is critically important for institutional development. He added that quality efforts should be seen not as a burden, but as a shared responsibility towards achieving excellence, and that this process will improve the quality of student education, the impact of research outputs, and societal contribution.

Our university's Quality Coordinator, Prof. Dr. Ahmet Salih Yiğit, spoke about the KİDR preparation processes;

KİDR monitors the institution's annual internal evaluation processes and the Institutional Accreditation carried out by the Higher Education Quality Council (YÖKAK).

He stated that it was prepared to be used as a basis for evaluations. KİDR in It was emphasized that the report is not merely a list of activities, but a self-assessment document that comprehensively presents the implementation of the corporate quality system in the units. Furthermore, it was stressed that the report should be prepared based on the PDCA cycle, with up-to-date and consistent evidence directly related to the sub-criteria.



Writing Team Coordinator: Dr. Abdullah Demir, Assistant Professor KIDR In his presentation under the heading "Social Contribution," which is one of the criteria of the report;

In line with our university's 2025-2029 Strategic Plan, he mentioned the goals of increasing education and awareness activities aimed at the needs and development of society, integrating academic outputs (articles, papers, book chapters, etc.) with the public and civil society, producing solutions to social problems such as terrorism, poverty, migration, unemployment, addiction, violence, and discrimination, developing collaborations with disadvantaged groups, and expanding services that support healthy living. He stated that the process will be carried out within a quality cycle framework that includes planning, implementation, monitoring, taking action (PDCA), and sustainability

phases. In other words, first the activity **is planned** (with strategic plans and unit decisions), then **is being implemented**, followed by activities based on surveys and feedback **It is being monitored and evaluated.**, in the content if deemed necessary **Corrections are being made.** and finally, activities **sustainable**. This ensures that the collaboration is carried out in a structured, measurable, and continuously improving manner. For example, in an activity between the Faculty of Theology and a nursing home, the activity was planned beforehand, implemented throughout the year, feedback was received, and then this collaboration was made more permanent. In other words, the point being made in this example is that community contribution activities are carried out within a planned, measurable, and continuously improved structure.

[In his presentation titled "Education and Training," Prof. Dr. Arif Bakla stated:](#)

Within the scope of KIDR, it was stated that education and training processes are addressed from a quality assurance perspective, and that we should not only conduct educational activities but also support them with formal, current, verifiable, and systematic evidence. In addition, it was emphasized that all processes...PUMPHe mentioned the importance of addressing the issue within the framework of the (Plan-Do-Check-Act) cycle.

Education and in the KIDR report Teaching Under the Program Design and Updating criteria, which includes; course distribution balance, alignment of learning outcomes with program objectives, course design based on student workload, and

He emphasized issues such as the regular monitoring of programs.

However, he stated that there is a need to increase our accreditation rate, to support curriculum changes with stronger justifications, to address shortcomings in the Bologna information packages, and to develop learning outcomes to encompass higher-level cognitive skills.

Regarding the criteria for program implementation, it was stated that a student-centered learning approach would be adopted; that teaching methods and especially assessment processes would be focused on; that performance-based and multidimensional assessment methods would be widespread, while reducing the reliance on traditional exams and increasing alternative methods such as projects and portfolios. Finally, it was emphasized that standardization in assessment practices should be ensured, and that generally, strengthening our education and training processes with a more systematic, data-driven, and sustainable quality approach would be beneficial.

[Associate Professor Dr. Keziban Avcı, in her presentation titled "Research and Development";](#)

The role of R&D within the KİDR and KAP evaluation structure was highlighted, emphasizing that research activities are not limited to producing output, but must also be conducted within a traceable and sustainable system aligned with the University's strategic goals. In this context, elements such as organizational structure, research funding, doctoral programs, human resource development, and participation in national/international research networks fall under the heading of Research and Development. The monitoring of research performance was particularly emphasized. The University's Strategic Plan defines research objectives, our Coordination Office monitors national and international rankings, and departments are asked to define objectives aligned with their areas of specialization. Evidence of these processes can be presented in the form of strategic plan and monitoring reports, senate and board of directors decisions, department meeting minutes, and research incentive records. However, despite the existence of these practices, full alignment with research objectives has not been achieved, and the contribution of incentive mechanisms to the defined strategic goals remains limited.

This was done within the framework of KİDR and especially KAP (Corporate Accreditation Program). **corporate quality assessment** From this perspective, while planning and implementation phases are involved, including data collection, meetings, and monitoring of sequences, the quality cycle's "action"

phase is not strong enough, meaning the results obtained are not systematically transformed into improvements. Consequently, while stating that a more holistic, goal-oriented, and results-oriented quality approach should be strengthened in research and development processes, he exemplified this idea as follows:

There is a Strategic Plan → **The plan has been made.**

Data is being collected, rankings are being monitored, meetings are being held → **The app exists.**

The collected data is analyzed, deviations from targets are identified, and performance is measured. **Control One**

However, the results obtained are not being systematically translated into improvement. **Take precautions.**

Prof. Dr. Hasan In his presentation titled "Leadership, Governance and Quality," Engin Şener stated:

The importance of units ensuring the participation of internal and external stakeholders in strategic decisions and processes, obtaining feedback, establishing necessary systems, and providing detailed explanations of processes, as well as demonstrating the PDCA (Plan-Do-Check-Act) cycle with evidence, was emphasized. Examples of evidence that could be presented for stakeholder participation were mentioned, and it was suggested that this evidence could be presented as follows.

-Minutes of the advisory board meetings

- Workshop minutes and any relevant improvements regarding the implementation of advisory board decisions, if applicable.

-Improvements to the minutes of meetings held with student representatives and the decisions made.

-Evaluation of surveys and improvements made and planned regarding issues in the surveys.

- Communication and activities with alumni.

Specifically, in the example given regarding item A.4 Stakeholder Engagement (A.4.1 Internal and External Stakeholder Engagement), it was stated: “Annual meetings are held with the Advisory Board to ensure the participation of internal and external stakeholders in decision-making, governance, and improvement processes. Additionally, there are Student, Academic, and Administrative Staff Satisfaction Surveys and a Course Evaluation Survey. Simply stating that the requirements are being met is not enough. The process must be explained, and the PDCA cycle must be described.”

Regarding section A.2 Mission and Strategic Objectives: Within this framework, it was recommended that units establish and pursue their unit objectives, taking into account the strategic plan goals.

For section A.3. Management Systems: Provide evidence of which digital solutions are used for integrated process tracking and performance measurement (such as reward and incentive criteria in human resources management and in-service training activities for employee development). (evidence of supporting practices) he stated.

For section A.5. Internationalization:

- Collaborations and protocols
- International student and faculty ratios
- International mobility and project performance
- Promotional activities related to internationalization
- He said that achievements in international rankings could be added as evidence.

END OF MEETING AS A QUESTION AND ANSWERS
RECEIVED; NECESSARY INFORMATION WAS PROVIDED.

AYBU

QUALITY

COORDINATORSHIP