

INSTITUTIONAL-SELF EVALUATION REPORT

MIDDLE EAST TECHNICAL UNIVERSITY

2021

SUMMARY

1. Summary

Middle East Technical University completed the Strategic Planning and Evaluation as well as Institutional-Self Evaluation processes in 2021. Furthermore, within the year 2021, preparations for a new strategic plan covering the period between 2023-2027 started. A stronger ground was set for the new strategic plan by evaluating the contribution of the ongoing activities to the targets within the current strategic plan. Upon observing the trends of the last five years, the current situation was analyzed, and the areas in which our university is open to improvement were determined. All these efforts made throughout the year were conducted by various boards, commissions, and committees in addition to the Institutional-Self Evaluation Report. This report presents the internal evaluation of our institution for the year 2021.

INFORMATION ABOUT THE INSTITUTION

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The historical background of our institution can be found at <https://www.metu.edu.tr/tr/tarihce>, our mission and vision at <https://www.metu.edu.tr/tr/misyon-vizyon>, principles, and values at <https://www.metu.edu.tr/tr/etik-ilkeler-temel-degerler>. The organization chart can be reached at <https://www.metu.edu.tr/tr/organizasvon-semasi>.

A. LEADERSHIP, ADMINISTRATION, AND QUALITY

1. Leadership and Quality

A.1.1. Administrative Model and Structure

The university administration at METU is structured, as seen in the Organization Chart (Document A.1.1.1). The organizational structure is based on faculties, graduate schools, schools, and departments. To help these units fulfill their duties and in accordance with their objectives, there are various support and coordination units in addition to academic units and centers. All the affiliations within this structure are explained in the Organization List (Document A.1.1.2).

There is a Directive for Transfer of Authority and Authorized Signatories (Document A.1.1.3) to determine the duties and responsibilities of the administrators of our university, distribute authority and responsibility to all levels of the administration, increase efficiency and effectiveness in line with the quality management system, and speed up the workflow by reducing bureaucratic procedures. Strategic objectives, which are prepared in line with our principles and values and have great importance for the development of management and administrative areas, are included in the current strategic plan (Document A.1.1.4).

Regulations and directives regarding the administrative structure, various processes, commissions, and communities, along with duties and responsibilities, are determined by the units, and they are published and updated (Document A.1.1.5).

Moreover, in line with the objectives and targets as well as policies and legal regulations determined by our university, internal control mechanisms are managed by Internal Audit, Internal Control, and Preliminary Financial Control units in accordance with the internal

control standards within the scope of Public Financial Management and Control Law No. 5018 (Document A.1.1.6).

A.1.2. Leadership

In line with the strategic plan and objectives of the university, the evaluation and quality improvement of education, research, development, and social contribution processes are conducted under the leadership of the Quality Commission. The Quality Commission, led by the President, includes Vice Presidents, Advisors to the President, Deans, Institute Directors, academic experts, and student representatives (Document A.1.2.1). The procedures and principles regarding the operations of the Quality Commission are determined by the Quality Commission Directive (Document A.1.2.2).

As members of the Quality Commission, deans and institute directors ensure that the evaluations and decisions of the Quality Commission are taken into consideration and put into practice in the decision-making mechanisms.

Regarding the unit-level structuring of the Quality Commission, the strategic planning, monitoring, and evaluation activities of our university are carried out with the guidance of the Quality Coordinators (Document A.1.2.3). Academic unit quality coordinators and administrative unit quality coordinators consist of second and third-level representatives of these units. Third-level quality coordinators at the faculties, institutes, schools, centers, offices, and units directly affiliated to the Rectorate are responsible for the activities and data entries of the third-level quality coordinators at the departments, directorates, and offices. Members of the senior management are defined as the first level.

The sustainability of the university's objectives and strategies is ensured by the participation and contribution of all the units. In 2021, preparations for the 2023-2027 METU Strategic Plan, which will be the fourth strategic plan of our university, commenced under the leadership of the Quality Commission. By benefiting from the previous strategic planning experience of our university, in a participatory, transparent, and democratic process, efforts to prepare the strategic plan in accordance with the legal regulations continue with the contribution of cross-functional committees (Strategic Planning Area Committees) consisting of participants from different academic and administrative units in addition to suggestions and opinions provided by external stakeholders.

On February 22, 2021, the University Strategic Planning Board (ÜSPK) convened under the chairmanship of the President and determined the preparation calendar for the new strategic plan as well as the duties of the area committees (Document A.1.2.4). Then, under the leadership of the Quality Commission, a strategic plan commencement meeting was held at our university on March 5, 2021 (Document A.1.2.5). On June 24-25, 2021, the works of the area committees were evaluated with the participation of the Quality Commission and the President (Document A.1.2.6, Document A.1.2.7).

The communication system that enables communication between the administration and both administrative and academic units is managed through the Electronic List Service (Document A.1.2.8). Furthermore, at the Joint Executives Meeting held on December 23, 2021, the academic administrators were informed regarding the works and developments at our university in the fields of education, research, development, infrastructure, and social contribution throughout the period between July 1 and December 23, 2021 (Document A.1.2.9).

A.1.3. Institutional Transformation Capacity

At our university, strategic planning processes are conducted on a regular basis to determine future plans in line with the national and international objectives and global trends, manage the resources and competencies to realize these objectives, carry out all the steps in accordance with the institutional principles, and ensure continuous improvement through assessment and monitoring. In the 2018-2022 Strategic Plan, which is currently in force, objectives that are sustainable and innovative at both national and international levels were determined. These objectives were designed to offer solutions to both local and global problems, prepare its region and the environment-friendly institutional structure for the future and transform them accordingly (Document A.1.3.1). For the 2023-2027 Strategic Plan, for which the preparations still continue, situation assessments are made at both national and international levels with internal-external environment analyses (Strengths, Weaknesses, Opportunities, Threats-SWOT) and PESTLE (Political, Economic, Social, Technological, Legal, and Environmental) analyzes. With the help of these assessments, it is aimed to make sure that the essential activities to be carried out at our university are innovative and sustainable in line with the global trends (Document A.1.3.2). All the assessments made with the broad participation of stakeholders were finally discussed at the sharing conference. In the new strategic plan, the institutional transformation road map of our university was determined as well as its new

objectives in line with the current global trends based on our mission, vision, values, and principles regarding innovation and sustainability (Document A.1.3.3).

With various national and international rankings assessing different criteria such as education, research, development, and social contribution, the situation at our university is compared to its competitors. Such assessments help make decisions that encourage future plans, particularly the strategic plan (Document A.1.3.4)

Institutional Data Management Coordination Center (KVYK) works on developing sustainable campus applications focusing on the latest trends, technological developments, and innovations. In 2021, an Executive Committee on Sustainable Campus was formed by the METU Rectorate. After various analyses were carried out in line with the 17 United Nations Sustainable Development Goals, the Institutional Data Management Coordination Center (KVYK) presented an Action Plan on Sustainable Campus to the university administration (Document A.1.3.5).

In addition, with the purpose of achieving to create a sustainable, smart, durable, and accessible campus, METU Green Campus Society operates within the framework of the "sustainable/eco-friendly campus" definition specified in the METU Strategic Plan in order to contribute to the projects being carried out or planned to be carried out in the future by the METU administration. They work on encouraging students and society members to conduct scientific studies that will contribute to the objective of creating a sustainable, smart, durable, and accessible campus (Document A.1.3.6).

A.1.4. Internal Quality Assurance and Mechanisms

The Quality Management Guideline of METU can be found on the Quality Assurance System website and is updated by the Quality Commission (Document A.1.4.1).

All the performance indicators specified in the METU Strategic Plan are observed every six months and evaluated once a year following the end of the year (Document A.1.4.2). The Institutional Development and Planning Office (KGPO) is responsible for collecting and organizing the relevant data, presenting the report to the senior management, and also providing administrative support to the quality organization.

Starting from the "Planning" step of the PDCA cycle, KGPO is responsible for observing the practices and keeping the records of the relevant data, as well as transmitting this data to the

relevant units and making sure they are inspected. Then, KGPO shares the outcomes with the senior management so that necessary measures can be taken. Moreover, KGPO ensures that this data is shared with all the stakeholders through the aforementioned semi-annual observations and annual reports. Along with their additional support to the Quality Commission and their activities, in order to increase the participation of the units in these cycles carried out at the university level, KGPO organizes training programs that will spread the quality culture and gives feedback to the units to improve the maturity level (Document A.1.4.3).

Institutional Development and Planning Office conducts data collection and interpretation, working in coordination with the relevant units, especially on the collection and organization of key data. They collaborate with the Scientific Research Projects Coordination Center, Office of Sponsored Projects, and Technology Transfer Office (TTO) regarding research processes, projects, and their outputs (e.g., publications and patents); Registrar's Office (ÖİDB), Center for Advancing Learning and Teaching (ÖGEM), and International Cooperations Office regarding education and training processes; and Corporate Communications Office regarding social contribution.

To supervise the activities regarding the strategic plan and quality management processes at our university, the Quality Assurance webpage and the Strategy Quality Management Information System (SKYBİS) are used. PDCA cycles are defined in the SKYBİS system on a calendar year basis. Thus, PDCA processes are kept in a sustainable platform thanks to SKYBİS (Document A.1.4.4). The responsibilities and duties are transferred to the portal as defined in the Strategic Plan. Activities held in accordance with the objectives determined within the calendar year are also kept in the system by the responsible unit (Document A.1.4.5, Document A.1.4.6).

Evaluating national and/or international ranking scores and preparing strategical recommendation briefings so that the improvements in the factors impacting these scores can be monitored are among the responsibilities of the Institutional Data Management Coordination Center, which was established in 2020 (Document A.1.4.7).

The Academic Activity Report for 2020 (Document A.1.4.8) was updated, although it was not a legal requirement. The changes in many indicators and data within the five or 10-year periods were assessed and shared with the senior management as well as internal and external stakeholders. Suggestions were put forward and shared with the senior management to make improvements regarding the factors impacting the indicators that had a negative course.

KGPO conducts activities on a regular basis to contribute to the sustainable quality assurance system. Awareness activities are organized with the purpose of spreading quality assurance activities throughout the institution and internalizing process management approaches such as PDCA cycles (Document A.1.4.9).

A.1.5. Public Disclosure and Accountability

As part of its responsibilities towards society, our university shares all of its activities with the public and provides necessary information (Document A.1.5.1). The reports, self-evaluation works, and the scores of METU in both nationwide and worldwide rankings are shared with the public online. METU Press Office compiles all the news in the press about the activities and events held at our university and shares them with both METU members and the public (Document A.1.5.2). Furthermore, information regarding all the events and activities held by our university can be found on the web pages of the relevant units (Document A.1.5.3).

Such information is first checked by the units that provided the information in the first place. Then, it must be approved by the administrators in the relevant field (Documents A.1.5.4 and 1.5.5.5). Objectivity is ensured by obtaining the data on which such information is based via automated processes as much as possible and being open to the public in accordance with the Personal Data Protection Law (KVKK) (Document A.1.5.6).

Administrative Model and Structure

Maturity Level: The practices regarding the management and organizational structure of the institution are monitored and improved.

Documents:

[A.1.1.1. ODTU Organizasyon Seması.jpeg](#)

[A.1.1.2. ODTÜ Organizasyon Listesi.pdf](#)

[A.1.1.3. Yetki Devri ve İmza Yetki-Yetkilileri Yönergesi.pdf](#)

[A.1.1.4. ODTÜ Stratejik Planı 2018-2022 Syf. 64-71.pdf](#)

[A.1.1.5. Eğitim Koordinatörü Görev ve Sorumluluk Tanımı.pdf](#)

[A.1.1.6. Kamu İç Kontrol Standartlarına Uyum Eylem Planı ve Gerçekleşme Raporları.jpeg](#)

Leadership

Maturity Level: Leadership practices and their contribution to the development of the quality assurance system and culture are monitored, and improvements are made in this regard.

Documents:

[A.1.2.1. Kalite Komisyonu.pdf](#)

[A.1.2.2. Kalite Komisyonu Yönergesi.pdf](#)

[A.1.2.3. Akademik ve İdari Kalite Koordinatörleri Listesi.pdf](#)

[A.1.2.4. ÜSPK SP Başlangıç Toplantısı.pdf](#)

[A.1.2.5. 2023-2027 SP Başlangıç Toplantısı Tüm Üniversite.pdf](#)

[A.1.2.6. Paylaşım Konferansı Rektör Sunumu.pdf](#)

[A.1.2.7. Paylaşım Konferansı Örnek Değerlendirme Raporu-Eğitim ve Öğretim.pdf](#)

[A.1.2.8. Elektronik Liste Servisi.jpeg](#)

[A.1.2.9. Yöneticiler Ortak Toplantısı.pdf](#)

Institutional Transformation Capacity

Maturity Level: Practices to manage the transformation and changes in line with the missions and objectives are monitored, and necessary measures are taken.

Documents:

[A.1.3.1. ODTÜ Stratejik Planı 2018-2022 Syf. 64-71.pdf](#)

[A.1.3.2. Paylaşım Konferansı Örnek Değerlendirme Raporu-Eğitim ve Öğretim.pdf](#)

[A.1.3.3. ODTÜ Paylaşım Konferansı Raporu-24-25 Haziran 2021.pdf](#)

[A.1.3.4. ODTÜ Sıralamalar Sunumu.pdf](#)

[A.1.3.5. Kurumsal Veri Yönetim Koordinatörlüğü Faaliyet Raporu-2021.pdf](#)

[A.1.3.6. ODTÜ Yeşil Kampüs Topluluğu Etkinlikleri.pdf](#)

Internal Quality Assurance and Mechanisms

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

[A.1.4.1. Kalite Yönetim Rehberi.pdf](#)

[A.1.4.2. Hedef Değerlendirme Tablosu Örneği 20.10.2021.xlsx](#)

[A.1.4.3. Kurumsal Akreditasyon Bilgilendirme Eğitimi.pdf](#)

[A.1.4.4. SKYBIS SP Tanımlama ve PUKÖ Akış Şeması V04.pdf](#)

[A.1.4.5. SKYBIS Birim Faaliyet Giriş Örneği.pdf](#)

[A.1.4.6. Sorumlu Birim Tablosu.pdf](#)

[A.1.4.7. Kurumsal Veri Yönetim Koordinatörlüğü Faaliyet Raporu-2021.pdf](#)

[A.1.4.8. 2020 Akademik Faaliyet Raporu.pdf](#)

[A.1.4.9. Liderlik, Yönetim ve Kalite Süreçlerinde PUKÖ Bilgi Notu.pdf](#)

Public Disclosure and Accountability

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

[A.1.5.1. Kamuoyu Bilgilendirme Süreci.pdf](#)

[A.1.5.2. BasındaODTU Web Sitesi.jpeg](#)

[A.1.5.3. Öğrenci İşleri Daire Başkanlığı Duyurular.jpeg](#)

[A.1.5.4. Rektörlük Kamuoyu Bilgilendirme e-posta Örneği.jpeg](#)

[A.1.5.5. Kamuoyu Bilgilendirme Duyuruları-SGDB.jpeg](#)

[A.1.5.6. kvkk.metu.edu.tr.jpeg](#)

2. Mission and Strategic Objectives

A.2.1. Mission, Vision, and Policies

The mission and vision of our university, which is open to the public on our official website, have been uniquely created in accordance with our core values, years of experience, and participation of stakeholders (Document A.2.1.1, Document A.2.1.2).

Our university's Quality Policy, Education Policy, Internationalization Policy, Research, and Development Policy, Social Contribution Policy, Management System Policy, and Distant Education Policy have been updated under the supervision of the Quality Commission by also taking into account the opinions of the stakeholders. These policies, all of which were created uniquely in line with the core values of our university, are shared with the public on the Quality Assurance System website (Document A.2.1.3, Document A.2.1.4). The strategic planning process is the most crucial as it is the field where these policies mentioned above are implemented in practice and are in interaction with other policies and practices. The objectives, goals, and strategies determined within the strategic planning process are put into practice in accordance with the quality policies (Document A.2.1.5, Document A.2.1.6).

A.2.2. Strategic Objectives and Goals

As the first university in Turkey to ever conduct strategic planning efforts, METU handles its Strategic Planning and Quality Management processes regularly and transparently with the participation of stakeholders thanks to its experience of almost 20 years in this regard. Strategic

plans are systematically monitored once every six months and evaluated once a year with the sustainable quality assurance system. All the activities and organizations held are shared with all the stakeholders on our web pages regularly (Document A.2.2.1, Document A.2.2.2).

All the strategic plan preparations carried out to date have been executed by the Strategic Planning Area Committees established by the University Strategic Planning Board (ÜSPK) as well as sub-working groups, and the objectives in various fields have been determined by the administrators of the relevant fields. Within the monitoring and evaluating processes, evaluation of the performance indicators and activities on realizing the goals regarding fields of responsibility are conducted by the relevant member of the senior management of the university.

Within the current METU Strategic Plan 2018-2022, a total of 134 performance indicators for 59 objectives in the areas of Interdisciplinary Approach, Education, Research & Development, Social Services, International Cooperations and Resources (Human, Information, Financial and Physical Resources) have been being monitored by the university (Document A.2.2.2).

A public announcement was made in 2021 regarding the initiation of the preparations for the Strategic Plan 2023-2027. Therefore, just as in the previous strategic plan preparation efforts, a preparation guide including process definitions and the working schedule was shared with our stakeholders (Document A.2.2.3, Document A.2.2.4).

In the light of the mission and vision of our university, the preparation process began under eight different main themes, with the extensive participation of stakeholders (Document A.2.2.5). The Strategic Plan 2018-2022 was evaluated in detail, and the stakeholders shared their opinions on it (Document A.2.2.6). Evaluations of the current situation in each field of study were made (Document A.2.2.7). All these evaluations were presented to our stakeholders in the sharing conference held on June 24-25, 2021. With the Sharing Conference Feedback Form, opinions on these evaluations were saved electronically (Document A.2.2.8). After the feedback was also evaluated, a Sharing Conference Report was prepared and shared with our stakeholders (Document A.2.2.9).

During the preparation process of the Strategic Plan 2023-2027, the latest trends were taken into consideration in line with the UN Sustainable Development Goals. Furthermore, opinions and suggestions were received from the UN Development Program (UNDP) Climate Change and Environment unit (Document A.2.2.10, Document A.2.2.11).

Before the activities are held, informative announcements and calls for participation are made for the stakeholders regularly. After the activities are held, information about them is shared with the public on a regular basis via the Quality Assurance web page.

A.2.3. Performance Management

Monitoring and evaluation of the performance indicators, as well as the activity entries regarding the objectives and goals of the university and/or the relevant unit, are handled via the Strategy Quality Management Information System (SKYBİS). Launched in 2019, SKYBİS is a sustainable process tracking system convenient for implementing, monitoring, and assessing the activities within the Strategic Plan. With its ability to provide up-to-date statistics, SKYBİS enabled effective data analysis in the performance evaluation process. Therefore, it ensured this entire process became sustainable. In 2021, Strategic Plan Monitoring and Evaluation Process, as well as the preparation process for the Institutional Internal Evaluation Performance Criteria, were handled via SKYBİS (Document A.2.3.1).

As mentioned above, SKYBİS does not only provide data for the Strategic Plan but also for the reports prepared to be shared within the country, international rankings, and internal evaluation processes to be conducted at METU. Thanks to SKYBİS, performance criteria for the students, staff, and research were gathered in a single system for reporting purposes; therefore, performance management was ensured to be accurate and reliable.

In addition to Strategic Plan indicators, it provides data for the Institutional-Self Evaluation Report (KİDR) of our university, Performance Program criteria, and both national and international rankings (e.g., QS, THE, ARWU, RUR). Moreover, key performance indicators are evaluated on a semi-annual and annual basis. Annual and five-year-long Plan-Do-Check-Act (PDCA) cycles are included in the Quality Management Guide, which was updated in 2020.

In line with the current Strategic Plan 2018-2022, Action Plans prepared by all the academic and administrative units started to be implemented as of March 2018. During the monitoring and evaluation processes, firstly, the administrators of the relevant units prepare a report regarding how much of the strategies to achieve our objectives and goals were actually accomplished (Do), what kind of results were obtained (Check), and what kind of improvements were made (Act) (Document A.2.3.2). After the senior management makes

another evaluation, the results are shared with the stakeholders first and then with the public (Document A.2.3.3).

In the light of the feedback received as a result of the Institutional External Evaluation process conducted by the Turkish Higher Education Quality Council (YÖKAK) in 2017, Key Performance Indicators (KPI) were determined, and since then, they have been monitored via SKYBİS on a regular basis (Document A.2.3.4). The key performance indicators of the university were determined by the sub-working group of the Quality Commission by taking into consideration all the base indicators used in various sources such as KİDR, YÖK Monitoring Criteria, and Research Performance Monitoring. Then these indicators were presented to the senior management for their approval.

Performance program and strategic plan performance evaluations at the university level are prepared by the relevant units periodically, presented to the senior management, and shared with the public on the official website (Document A.2.3.5). Including all the activities conducted by the university, “METU at a Glance” is updated annually and shared with the public on the web page of the Institutional Development and Planning Office (Document A.2.3.6).

Mission, Vision, and Policies

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

[A.2.1.1. ODTÜ Misyon ve Vizyon.pdf](#)

[A.2.1.2. Temel Değerler.pdf](#)

[A.2.1.3. Kalite Politikaları.pdf](#)

[A.2.1.4. Kalite Politikası Örnek Paydaş Katılımı.jpeg](#)

[A.2.1.5 ODTÜ 2018-2022 Stratejik Planı.pdf](#)

[A.2.1.6. SP 2018-2022 2021 yılı Performans Değerlendirme Raporu.pdf](#)

Strategic Objectives and Goals

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

- [A.2.2.1. SP Web Sayfası.jpeg](#)
[A.2.2.2. SP 2018-2022 2021 yılı Performans Değerlendirme Raporu.pdf](#)
[A.2.2.3. SP Kamuoyu Duyurusu.jpeg](#)
[A.2.2.4. 2023-2027 Stratejik Plan Hazırlık Çalışmaları Rehberi.pdf](#)
[A.2.2.5. Paydaş Listesi.pdf](#)
[A.2.2.6. Paydaş Görüş Toplama Formu Örneği.pdf](#)
[A.2.2.7. Mevcut Durum Değerlendirme Raporu örneği \(Uluslararasılaşma\).pdf](#)
[A.2.2.8. Paylaşım Konferansı Geri Bildirim Formu.pdf](#)
[A.2.2.9. ODTÜ Paylaşım Konferansı Raporu-24-25 Haziran 2021.pdf](#)
[A.2.2.10. Araştırma ve Geliştirme SP 2023-2027 Mevcut Durum Değerlendirme Raporu.pdf](#)
[A.2.2.11. BM İklim ve Çevre Birimi Görüşleri - 2021.jpeg](#)

Performance Management

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

- [A.2.3.1. SKYBIS Karne Ekran Görüntüsü.pdf](#)
[A.2.3.2. SKYBIS Birim Faaliyet Giriş Örneği.pdf](#)
[A.2.3.3. Üst Yönetici Hedef Değerlendirme Tablosu Örneği.pdf](#)
[A.2.3.4. SP 2018-2022 2021 yılı Performans Değerlendirme Raporu.pdf](#)
[A.2.3.5. Stratejik ve Mali Yönetim Belgeleri web sayfası.pdf](#)
[A.2.3.6. İlk Bakışta ODTÜ.pdf](#)

3. Management Systems

A.3.1. Information Management System

METUSIS (Document A.3.1.1)

Components of the information management system for educational activities are summarized in our 2015 internal evaluation report. Among these systems, Student Affairs Information System (ÖİBS) contains all the demographic and academic information of the students. The process of transferring this system to METUSIS, which is a new design working compatibly within the Integrated Information System (BBS), continues.

In order to support student applications better, there is a constant effort to improve the information management system. All the statistics regarding the applications can be obtained via this system.

ODTÜClass (Document A.3.1.2)

ODTÜClass is an online platform that provides support to the courses by offering students resources to be used both in the classes or outside the classes, activities, assignments, and various learning tools. This learning management system can be used in integration with the Student Affairs Information System (ÖİBS) by saving the answers of the students submitted via their cell phones to the questions directed to them during lessons on the student grade system automatically. This way, it allows for monitoring the performance of students in classes.

ODTÜ Syllabus (Document A.3.1.3)

The syllabus system of our university is used for keeping up-to-date information regarding the courses offered each semester open to those who want to learn about them. In addition, interactive registrations, scholarship application and evaluation system, online tuition fee system, e-catalog, and faculty member evaluation system are all currently being used.

AVESİS, BAPSİS, DAPSİS, ATÖSİS, OpenMETU (Document A.3.1.4, Document A.3.1.5)

In order to reinforce the management and collection of R&D processes and funded projects, academic data is assessed via applications such as AVESİS, BAPSİS, DAPSİS, ATÖSİS, and OpenMETU. Pieces of software are purchased according to the needs and decisions.

SKYBİS (Document A.3.1.6)

Collecting the data regarding the institutional internal and external evaluation processes at our university is the responsibility of the METU Institutional Development and Planning Office (KGPO). The security of the collected data (reliability, confidentiality, and accessibility) is provided by SKYBİS, which was established with the joint efforts of METU Computer Center and KGPO in order to maintain data security in accordance with international standards. SKYBİS is a crucial information system that was developed for strategic planning and performance management purposes.

METU PORTAL (Document A.3.1.7)

It was developed in order to make it easier to access information services. It was designed to bring various services together under main categories. The Student Portal was integrated into

the system so that students can easily access the programs offered by the Student Affairs Information System. Students are able to access online applications, academic and personal information, lists, and reports via this portal. Moreover, as of 2021, features like HES Code integration and COVID-19 tracking and management system were added to the portal.

ODTÜM Network (Document A.3.1.8)

METU Alumni Office created the ODTÜM Network in order to strengthen the communication among the alumni. In accordance with the legal terms and the expectations of the stakeholders, all these information systems are managed by the Computer Center (BİDB), and efforts to further develop them continue. All the development efforts are shared with the public via the activity reports of the Computer Center (Document A.3.1.9).

A.3.2. Human Resources Management

The field of human resources is the responsibility of the Directorate of Personnel Affairs, and all the necessary information regarding these processes can be found on the website of the unit. The conducted processes and organized activities are shared with the public transparently on the web page of the unit.

Academic units are asked to prepare HR Strategy Documents in order to find out the needs and requirements of researchers and support staff. As explained below, appointment and promotion criteria are reassessed by the commission periodically (Document A.3.2.1).

Opinions of the staff are received via the SIF Form (Satisfaction-Improvement-Feedback) (Document A.3.2.2). Complaints and suggestions are shared with the relevant units, and improvements are made on necessary issues.

Education Coordination Center, which operates under the Directorate of Personnel Affairs, organizes training programs to contribute to the professional development and competence of the staff in various fields. Many education and training organizations are held regularly, such as Disaster Awareness Training for Individuals and Families, Human Rights Training, Academic Development Program, English Language Learning Program, and First Aid Training (Document A.3.2.3, Document A.3.2.4). This unit also makes announcements about other training activities held outside the institution (Document A.3.2.5).

Academic Personnel

Appointments and Promotions

Processes to be followed and the criteria to be fulfilled for appointments and promotions are determined and updated on a regular basis in line with legal obligations (Document A.3.2.1). Upon the requests made by the units in 2021, the relevant appointment and promotion processes were carried out and shared with the public via the annual activity reports. In the light of the Regulation on Determination of Academic Staffing Norms and Their Use in Public Institutions of Higher Education, our university has created its staffing norms for 2022 (Document A.3.2.6).

International Academic Personnel

Information regarding the application, evaluation, and employment processes for the international academic personnel can be found on the web page of the Directorate of Personnel Affairs (Document A.3.2.7)

Our university has requested permission (either for employment for the first time or extension of ongoing contracts) for a total of 48 international academic personnel to be employed in various units of our university. Out of these, permission was granted for 45 academic personnel, and as of December 31, 2021, there is 42 international academic personnel currently working at our university (Document A.3.2.6).

Academic Development Program

Academic Development Program (AGEP) is designed to facilitate the adaptation of faculty members and lecturers who recently started working at our university and are at the beginning of their academic careers and to increase the effectiveness of their activities in the fields of education, research, and social contribution. The program includes the academic personnel that started working at our university within the last three years as an assistant professor or lecturer. Academic personnel who participated and completed the Academic Development Program are provided with a certain budget to fund their academic studies and the opportunity to benefit from various services that will contribute to their academic development. In order to complete the Academic Development Program, participants are expected to attend at least 80% of the approximately 50-hour-long AGEP modules and make a final presentation on education, research, or social contribution within the content of the program. AGEP consists of ten basic modules. The program includes practices such as Mentoring and Peer Class Observation, which

aim to help the newly joined academic personnel to get to know about the METU culture and the opportunities offered by the university, establish a professional network, and develop a sense of belonging to the institution.

The 9th AGEPE process started on December 24, 2021, and there is currently 53 academic personnel who still continue the program. The seminars are planned to continue until May 13, 2022 (Document A.3.2.6).

Administrative Personnel

Processes to be followed and the criteria to be fulfilled for appointments and activities regarding administrative personnel are determined and updated on a regular basis in line with legal obligations (Document A.3.2.1).

Information and statistics for 2021 about the administrative personnel can be found on the activity reports (Document A.3.2.8). Furthermore, there are central exams (YÖK, ÖSYM) that enable the administrative personnel to get promoted in their positions.

A.3.3. Financial Management

Our university is a special budget administration as defined in the Public Financial Management and Control Law No. 5018. The budget of METU consists of treasury aids and own revenues. In addition, non-budgetary resources consist of revolving funds, national and international projects, Teknokent, and foundation revenues. In order to guide the budget proposals and investment program preparation processes of public institutions, the Budget Call and the Budget Preparation Guide, as well as the Investment Circular and the Investment Program Preparation Guide, are prepared by the Presidency of the Republic of Turkey and published in the Official Gazette no later than September 15. The budget proposal of our university is prepared by taking into account the development plan, policies, objectives and priorities, strategic plan and performance criteria, and cost-benefit analyses.

In line with the current legislations, the following steps are followed while preparing the three-year appropriation and income proposals of our university in order to increase the efficiency of the budget preparation and implementation process: planning is done in coordination with the spending units in order to ensure the supply of the necessary resources so that there will be no difficulties in making the compulsory expenditures and education programs will be conducted with no interruption. In the budget estimates to be made in accordance with the multi-year

budgeting system, wage raises, inflation-related raises, and high-priority works planned by the units are taken into consideration. In addition, estimations of income/expenditure are carefully made so that they cover all possible requirements.

Following the publication of the Budget Law in the Official Gazette, appropriations are made available within the budget implementation circulars prepared by the Department of Strategy and Budget operating under the Presidency. In addition to the central information systems that public institutions must use in order to ensure that the budget is managed effectively and efficiently in accordance with the budget legislations and the investment program, the Budget Office affiliated to the Directorate of Strategy Development of our university also monitors the expenditures through the budget management system, which is a part of the integrated information system. Therefore, the spending units and the Budget Office have up-to-date information on the appropriation status, expenditures, and commitments regarding the spending units. Monitoring these processes continues throughout the year via the budget management system.

A.3.4. Process Management

There are horizontal organizational units that strengthen the vertical and functional structures, such as permanent or temporary boards, commissions, and other working groups, to which representatives from these units contribute for various purposes such as process improvement, strategy and policy development, monitoring the processes and applications, or problem-solving. The activity areas, organizational charts, and process definitions of these units are managed through various information systems or websites at the unit level (Document A.3.4.1, Document A.3.4.2). Duties and responsibilities at the unit level or staff level for the implementation of processes are also defined (Document A.3.4.3).

METU Quality Management Guideline is in a pioneering position in PDCA-oriented process management in terms of education, research, development, and social contribution, which are our main fields of activity, and the quality assurance system of our university (Document A.3.4.4).

Efforts to have an Integrated Information System that ensures the end-to-end and effective management of processes in both academic and administrative units continue. Workflows, responsible units, duties, and authorizations for activities completed in many areas have been automated. Efforts to increase and improve the efficiency of processes this way continue.

Strategy and Quality Management Information System is a significant process management module designed to manage the strategic plan processes (Document A.3.4.5).

METU Distance Education Application and Research Center is responsible for managing the distance education processes. These processes for both students and academics are defined separately on the web page of this center. In addition, distance education platforms, documents on how to use them, and other education & training videos are shared, as well (Document A.3.4.6). Furthermore, needs and expectations regarding distance education have been analyzed via surveys conducted with both students and academic staff (Document A.3.4.7). In order to ensure that distance education at our university continues smoothly, Distance Education Coordinators have been assigned in departments to take responsibility in these issues (Document A.3.4.8). Moreover, 17 academic units in our university have national or international accreditations. 13 undergraduate programs within the Engineering Faculty of our university have ABET accreditation, and the Department of Political Science and Public Administration has European Association for Public Administration Accreditation (EAPAA). The Department of Psychology at the Faculty of Arts and Science has been accredited by the Turkish Psychologists Association. Both the Department of Basic English and the Department of Modern Languages at the School of Foreign Languages have Pearson Assured certificate. Nine administrative units hold ISO 9001 Quality Management System certificates. The Computer Center has ISO/IEC ISO27001:2013 Information Security Management System Accreditation, while the Central Laboratory has ISO 17025 Laboratory Accreditation. Our units manage their own workflows and processes in line with accreditations and management systems (Document A.3.4.9).

Our university has adopted a process management model focused on active stakeholder participation, particularly with the strategic plan process. Therefore, with an understanding that prioritizes constant improvement, processes are updated and developed in accordance with the expectations of the stakeholders. In order to continuously monitor and improve the quality management processes, unit administrators and quality coordinators are constantly informed. Document A.3.4.10 can be shown as an example of process management and activities held related to the processes.

Information Management System

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

[A.3.1.1. sis.metu.edu.tr.pdf](#)

[A.3.1.2. odtuclass.metu.edu.tr.pdf](#)

[A.3.1.3. odtusyllabus.metu.edu.tr.pdf](#)

[A.3.1.4. ODTÜ Bütünleşik Bilgi Sistemi.pdf](#)

[A.3.1.5. open.metu.edu.tr.pdf](#)

[A.3.1.6. skybis.metu.edu.tr.pdf](#)

[A.3.1.7. portal.metu.edu.tr.pdf](#)

[A.3.1.8. ODTÜM Network – ODTÜ Mezunlar Ofisi \(metu.edu.tr\).pdf](#)

[A.3.1.9. BİDB Faaliyet Raporu-2021.pdf](#)

Human Resources Management

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

[A.3.2.1. Atama ve Yükselme Kriterleri.pdf](#)

[A.3.2.2. MİG Formu Örneği.jpeg](#)

[A.3.2.3. Eğitim Koordinatörlüğü Eğitim Faaliyetleri.pdf](#)

[A.3.2.4. İngilizce Dil Eğitimi Duyurusu.jpeg](#)

[A.3.2.5. Kurum Dışı Eğitim Duyuruları.pdf](#)

[A.3.2.6. PDB Faaliyet Raporu-2021-Akademik.pdf](#)

[A.3.2.7. Information for International Academic Staff.pdf](#)

[A.3.2.8. PDB Faaliyet Raporu-2021-İdari.pdf](#)

Financial Management

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

[A.3.3.1. Program Bütçe Sistemi-ebutce.PNG](#)

[A.3.3.2. Kamu Yatırımları Bilgi Sistemi.PNG](#)

[A.3.3.3. Bütçe Yönetim Sistemi.PNG](#)

[A.3.3.4. ODTÜ 2018-2022 Stratejik Planı Sayfa 136-141 Maliyetlendirme.pdf](#)

[A.3.3.5. 2022 Yılı Performans Programı.pdf](#)

[A.3.3.6. 2021 Yılı İdare Faaliyet Raporu.pdf](#)

Process Management

Maturity Level: Process management mechanisms are monitored within the institution and improved in the light of the evaluations made with the relevant stakeholders.

Documents:

[A.3.4.1. İdari ve Mali İşler Birimi Organizasyon Şeması.pdf](#)

[A.3.4.2. Örnek iş akış süreci.pdf](#)

[A.3.4.3. Örnek personel görev tanımı.pdf](#)

[A.3.4.4. Kalite Yönetim Rehberi.pdf](#)

[A.3.4.5. skybis.metu.edu.tr.pdf](#)

[A.3.4.6. Uzaktan eğitim süreci yönetimi örnek.pdf](#)

[A.3.4.7. ODTÜ Öğretim Elemanları Anket Değerlendirmesi.pdf](#)

[A.3.4.8. Uzaktan Eğitim Koordinatörleri Listeleri.pdf](#)

[A.3.4.9. ODTÜ Kalite belgesi ve akreditasyon sahibi birimler.jpeg](#)

[A.3.4.10. Süreç Yönetimi Bilgi Broşürü.pdf](#)

4. Stakeholder Engagement

A.4.1. Internal and External Stakeholder Engagement

In line with the quality policy of “ensuring the participation of all the stakeholders of the university in the planning, implementation, evaluation and taking measures processes, and having effective communication and cooperation with them,” effective engagement of our stakeholders is ensured (Document A.4.1.1). The strategic planning culture in particular that has been going on for years is the best evidence for the implementation of this policy.

Within the preparation efforts for METU Strategic Plan 2023-2027 that started in 2021, internal and external stakeholder representatives took an active part in the University Strategic Planning Board (Document A.4.1.2). Including the Sharing Conference that was held within the preparation process, meetings were held with a total of 39 external stakeholder representatives (Document A.4.1.3). During the preparation processes in eight different fields, Area Committees evaluated the views and opinions of the stakeholders via various meetings and surveys (Document A.4.1.4).

Stakeholder opinions are received at university and unit levels through annual PDCA cycles as well as periodic and continuous mechanisms (Document A.4.1.5), outcomes of the internal evaluation processes are shared with the units, and action requests are received for necessary improvements (Document A.4.1.6).

Internal Stakeholders

Opinions of the internal stakeholders are received via the SIF Form (Satisfaction-Improvement-Feedback) (Document A.4.1.7). Complaints and suggestions are shared with the relevant units, and improvements are made on necessary issues. Moreover, in addition to student and alumni satisfaction surveys, a survey on professional working life has been being conducted for academic and administrative personnel since 2018. This survey was conducted by the Institutional Development and Planning Office in 2021, as well (Document A.4.1.8).

Quality coordinators of units provide feedback on both the practices and their implementation processes (Document A.4.1.9).

Planning education processes, implementing them, and then making evaluations on them are responsibilities of the related Vice President and the Advisor to the President, as well as the related commissions and supporting units (Center for Advancing Learning and Teaching, Disability Support Office, Distance Education Application and Research Center) operating affiliated to them. While evaluations are made in accordance with the previously set standards in accredited academic units, other units also provide feedback through the surveys conducted by the Center for Advancing Learning and Teaching (ÖGEM) (Document A.4.1.10).

Course syllabuses are uploaded to the ODTUSyllabus system by the faculty members including the course objectives, outputs, and requirements. These course syllabuses are shared with the students before the beginning of the new academic term (Document A.4.1.11).

In order to increase the quality of research and to continuously improve it, whether the processes are carried out in accordance with the plan is monitored regularly through the feedback sent to the Office of Research Coordination. According to the evaluations in this regard, the planning and monitoring of corrective and preventive actions are handled on the basis of the same cycle.

The negative effects of the global pandemic, which has had a great impact on the entire world as well as the higher education systems since 2020, still continue as of today. Therefore, efforts to increase the quality of distance education to the level of face-to-face formal education continue, as well. For this reason, UZEM has conducted various Distance Education Evaluation Surveys to examine the distance education system at our university. Within these surveys that

will be a permanent practice in the future, opinions of the students and faculty members have been received.

External Stakeholders

Prioritization among external stakeholders has been arranged in such a way that the public institutions (Presidency, Council of Higher Education, Court of Accounts) that constitute the legal legislation surrounding all fields of activity of our institution come first. In addition to these, all institutions, organizations, and legal entities with which our institution conducts joint activities (joint research-development, education, community service) are among the prioritized stakeholders.

Thematic meetings with external stakeholders on various issues (project, budget, staff, etc.) are held regularly at the university and unit levels, and the opinions of the external stakeholders are taken into account in the processes of designing new practices. Preparation and evaluation processes of the strategic plan are the most essential among all these (Document A.4.1.13).

Another significant external stakeholder group is our alumni. For the evaluation of the year 2021, ÖGEM and the Alumni Office conducted an Alumni Survey. The research sample consists of 4,919 graduates of bachelor's degree programs selected by the random stratified sampling method. 568 alumni out of the chosen 4,919 participated in the survey. The data of 187 individuals who entered the survey system but did not fill out any parts were deleted during the data cleaning process. Analyzes containing demographic information were made based on the answers of 381 participants. The response rate is 7.74%. A descriptive analysis of the data was made, and the results were shared with the Rectorate. Details of the survey can be found in the documents (Document A.4.1.14).

According to the findings obtained from the METU Alumni Survey 2022, METU graduates, on average, are able to find a job and start working within the first four months and 16 days after their graduation. Again, according to the findings of the survey, 92.4% of the graduates of the Faculty of Engineering, 91.7% of the graduates of the Faculty of Education, 91.1% of the graduates of the Faculty of Economic and Administrative Sciences, 80.8% of the graduates of the Faculty of Architecture, and 77.8% of the graduates of the Faculty of Arts and Science find a job within the first year after their graduation (Document A.4.1.15).

A.4.2. Student Feedbacks

Student feedback at our university is received via surveys conducted by the Center for Advancing Learning and Teaching (ÖGEM) and the Distance Education Application and Research Center (UZEM). Activities and processes conducted by these two units are shared with the public on their web pages (Document A.4.2.1, Document A.4.2.2). In addition to these, departments also conduct surveys for the development of their own processes and practices and evaluate them to make further improvements within their units.

The most crucial feedback on education programs at our university is the course evaluation survey. As previously mentioned, the results of the evaluation surveys are analyzed at the end of each semester and shared with the faculty members. Within the departments/programs, rankings are made according to the average scores obtained from the analyses. These scores are taken into consideration as a factor among other criteria for appointments and promotions (Document A.4.2.3). The impact of these scores on the appointment and promotion processes (Document A.4.2.4), as well as the studies conducted by UZEM (Document A.4.2.5, Document A.4.2.6), can be found among the documents.

Student Feedback in Distance Education

Students can give feedback regarding distance/hybrid education processes via ODTÜClass (Document B.4.2.7). ODTÜClass is an online platform that provides support to the courses by offering students resources to be used both in the classes or outside the classes, activities, assignments, and various learning tools. With this system, students are able to access the resources and activities that they need whenever and wherever they want. The services ODTÜClass offers can basically be listed as follows:

1. It ensures that course resources and activities are conveyed to students continuously.
2. It provides a neat structure that eases course management.
3. It offers powerful learning tools such as communication, group work, planning, and task management automation.
4. It ensures that tools such as YouTube, search engines, and social networks are integrated into the courses and used effectively.

As distance education continued in 2021, course evaluation surveys were conducted online in accordance with the distance education system (Document A.4.2.3). As the same method will

be applied for the Fall Semester of 2021-2022 Academic Year, too, the course evaluation surveys are created accordingly.

A.4.3. Alumni Affairs

METU encourages its alumni to develop a strong sense of connection both among themselves and with their university. It provides a convenient atmosphere for this and supports it. The Alumni Office endeavors to develop and improve the conditions that enable these strong ties to be formed (Document A.4.3.1, Document A.4.3.2). The office manages alumni affairs via the Alumni Information System and encourages the contribution of our alumni to the development of our university through either face-to-face or online events and activities (Document A.4.3.2, Document A.4.3.3, Document A.4.3.4).

Every year, ÖGEM and the Alumni Office collaborate on an alumni satisfaction survey, and the evaluations made according to the results of these surveys are shared with the senior management of the university. Employment statistics are also gathered via these surveys, and they are shared with the university administration as well (Document A.4.3.5, Document A.4.3.6).

Internal and External Stakeholder Engagement

Maturity Level: Stakeholder engagement mechanisms are monitored, and necessary improvements are made.

Documents:

[A.4.1.1. Kalite Politikaları.pdf](#)

[A.4.1.2. ÜSPK ve Alan Komisyon Listeleri.xlsx](#)

[A.4.1.3. Paydaş Listesi.pdf](#)

[A.4.1.4. Bilgi Kaynakları Alan Komitesi-Dış Paydaş Görüşmesi.pdf](#)

[A.4.1.5. Birim İç Değerlendirme Süreci.jpeg](#)

[A.4.1.6. BİDR Değerlendirme Örneği - Eğitim Fakültesi.pdf](#)

[A.4.1.7. MİG Formu Örneği.jpeg](#)

[A.4.1.8. Çalışma Yaşamı Anketi Duyurusu.jpeg](#)

[A.4.1.9. BIDR Sürecine Katılım Örneği.jpeg](#)

[A.4.1.10. ÖGEM Öğrenci Memnuniyet Anket Raporu - Lisans.pdf](#)

[A.4.1.11. odtusyllabus.metu.edu.tr.pdf](#)

[A.4.1.12. Uzaktan Eğitim Dönemleri Anket Sonuçları.pdf](#)

[A.4.1.13. Araştırma ve Geliştirme SPAK Faaliyetleri Dış Paydaş Görüşmesi Örnek.pdf](#)

[A.4.1.14. Mezunlar Anketi Sonuç Raporu-Şubat 2022.pdf](#)

[A.4.1.15. Mezun İstihdam İstatistikleri – Şubat 2022.pdf](#)

Student Feedbacks

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

[A.4.2.1. ogem.metu.edu.tr.pdf](#)

[A.4.2.2. odtuzem.metu.edu.tr.pdf](#)

[A.4.2.3. Ders Değerlendirme Anketi Süreci.pdf](#)

[A.4.2.4. Öğrenci geri bildirimleri yükseltmeye etkisi.jpeg](#)

[A.4.2.5. Uzaktan Eğitim Dönemleri Anket Sonuçları.pdf](#)

[A.4.2.6. UZEM Paydaş Beklentilerine Yönelik İhtiyaç Analizi.pdf](#)

[A.4.2.7. ODTÜ Class Örnek Uygulaması.pdf](#)

[Other doc. A.4.2.8. Programa yönelik öğrenci geri bildirim örneği.jpeg](#)

[Other doc. A.4.2.9. Şehir ve Bölge Planlama Öğrenci Geri Bildirimleri.pdf](#)

[Other doc. A.4.2.10. AKTS Öğrenci Anketleri.pdf](#)

Alumni Affairs

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

[A.4.3.1. mezun.metu.edu.tr.pdf](#)

[A.4.3.2. Mezunlar Ofisi 2021 Yılı Faaliyet Raporu.pdf](#)

[A.4.3.3. Mezun Bilgi Sistemi.pdf](#)

[A.4.3.4. 2021 yılı Mezun Etkinlikleri.pdf](#)

[A.4.3.5. Mezunlar Anketi Sonuç Raporu-Şubat 2022.pdf](#)

[A.4.3.6. Mezun İstihdam İstatistikleri – Şubat 2022.pdf](#)

5. Internationalization

A.5.1. Management of Internationalization Processes

Internationalization processes are managed at the level of Advisors to the President, and they are handled with the coordination of the affiliated units (Document A.5.1.1). In addition to the strategic plan, other institutional structures that take part in the management of internationalization processes are International Cooperations Office, SUNY Coordination Office, and International Students Office, all affiliated to the relevant advisor to the President.

These structures share the internationalization processes and their activities related to these processes with the public on their web pages, and they also inform their internal stakeholders about these activities via electronic lists (Document A.5.1.2, Document A.5.1.3, Document A.5.1.4, Document A.5.1.5).

Our internationalization policy was updated in 2021 by taking into consideration the opinions and suggestions of the stakeholders and shared with the public (Document A.5.1.6).

In the Strategic Plan 2018-2022, internationalization is not just a title or a vertical area, but rather a broad area that intersects with almost all the units and strategies within the institution. Since its establishment, METU has always managed to be the leading university in Turkey in terms of the richness and depth of its international connections.

As of the end of 2021, a total of 971 protocols were signed with institutions abroad within programs such as General Cooperation, Overseas Exchange, Joint-Degree Programs, Erasmus, and YÖK Mevlâna Exchange Program. There was a slight increase compared to the previous year despite the pandemic (Document A.5.1.7).

"Cooperation and Interaction" was listed as the second strategic priority in the current Strategic Plan 2018-2022. METU aims to maintain its approach of cooperation and interaction with its external stakeholders, as well as with all its components, by increasing the mobility and exchange of students, researchers, and academic staff, especially at the international level (Document A.5.1.8). Furthermore, periodic evaluations are made regarding the performance indicators determined in this field (Document A.5.1.9).

In 2021, the Internationalization Strategic Plan Area Committee was formed in order to work on the internationalization strategies of the institution within the preparation process for the Strategic Plan 2023-2027. This committee made a comprehensive current situation analysis in line with stakeholder expectations and global trends in order to improve the internationalization capacity of our university. Based on these evaluations; objectives, goals, and strategy suggestions regarding the internationalization of the institution were put forward and shared with the university administration as well as the stakeholders (Document A.5.1.10).

Moreover, the International Cooperations Office and SUNY Coordination Office held meetings with various institutions operating in Turkey and abroad, participated in a series of training and presented project proposals. The details and statistics of these efforts were also shared with the public in the activity reports of the units (Document A.5.1.7).

A.5.2. Resources of Internationalization

Students and academic personnel coming from abroad, ERASMUS+ European Mobility, ERASMUS EU-Traineeship, Erasmus+ Non-European Mobility (ICM), Overseas Exchange Program, Mevlâna Exchange Program, and undergraduate and graduate joint-degree programs constitute the primary resources of the internationalization of METU (Document A.5.2.1).

Within the Strategic Plan 2018-2022, two goals and seven objectives were determined in the field of internationalization, and cost estimations for these purposes were also made prior to the implementation of the plan (Document A.5.2.2).

In order to improve internationalization qualitatively as well as quantitatively, certain measurable criteria and rules were set so that the bilateral cooperations could be further developed, and this way, our institution establishes cooperations with the world's pioneering higher education institutions in the field of education and research (Document A.5.2.3). Numerous activities and events are organized to increase the awareness and skills of METU students as well as administrative and academic staff on multiculturalism and internationalization (Document A.5.2.1). In this context, cultural and social adaptation seminars and intercultural communication seminars are organized for our students and staff who participate in short-term mobility programs in terms of qualitative development (Document A.5.2.1).

All administrative processes related to international students and staff exchange were digitized. With the purpose of increasing institutional internationalization capacity, project-based international exchange projects are carried out in various academic and thematic fields under Erasmus+ Strategic Partnerships, Capacity Building, Prospective Collaborations, Jean Monnet, Horizon 2020, and Mevlâna (Document A.5.2.4). Memberships in respected international education networks such as EMUNI and UNICA continue (Document A.5.2.5).

In addition to the International Cooperations Office; the Office of Research Coordination and the Scientific Research Projects Coordination Center also continue their efforts in the internationalization process, particularly in the management of national and international project processes and budgets (Document A.5.2.6, Document A.5.2.7).

A.5.3. Internationalization Performance

In line with its vision, METU aims to accomplish its internationalization goals in the best way possible, to climb up in international rankings, lead other universities in Turkey, and have an impact on the internationalization policies of Turkey in higher education (Document A.5.3.1). Some of the objectives set in this regard are as follows:

- Increasing the number of international faculty members and students to reach at least 10% of the total number of faculty members and students,
- Increasing the number of international exchange students and faculty members as well as increasing the diversity of the countries they come from,
- Increasing initiatives and efforts for international researchers to prefer METU (Document A.5.3.2). In addition to these, it is also planned to increase the number of accredited departments in international platforms by encouraging and supporting our departments in international accreditation processes (Document A.5.3.3).

Activities carried out in 2021 were regularly monitored by the International Cooperations Office. Activities and endeavors to make improvements on these issues are shared with the public (Document A.5.3.4). Just as in all other areas, there are follow-up forms on SKYBİS for internationalization. They are monitored by the senior management that they are affiliated to, and measures are taken to make further improvements.

Management of Internationalization Processes

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

[A.5.1.1. ODTÜ Yönetim Görev Dağılımı.pdf](#)

[A.5.1.2. Uluslararası İş Birlikleri Ofisi Web Sayfası ve Süreçleri.pdf](#)

[A.5.1.3. Uluslararası Öğrenci Ofisi Web Sayfası ve Süreçleri.pdf](#)

[A.5.1.4. Erasmus Duyurusu örneği.jpeg](#)

[A.5.1.5. SUNY Koordinasyon Ofisi.pdf](#)

[A.5.1.6. Uluslararasılaşma Politika Belgesi.pdf](#)

[A.5.1.7. ÜİO ve SUNY Faaliyet Raporu-2021.pdf](#)

[A.5.1.8. ODTÜ 2018-2022 SP syf 66-67.pdf](#)

[A.5.1.9. 2021 Yılı SP Performans Değerlendirme Raporu.pdf](#)

[A.5.1.10. Uluslararasılaşma SPAK Mevcut Durum Değerlendirmesi.pdf](#)

Resources of Internationalization

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

[A.5.2.1. UİO ve SUNY Faaliyet Raporu-2021.pdf](#)

[A.5.2.2. ODTÜ 2018-2022 Stratejik Planı Sayfa 136-141 Maliyetlendirme.pdf](#)

[A.5.2.3. Erasmus Anlaşmaları Listesi.xlsx](#)

[A.5.2.4. ODTU Academic Offerings - Graduate Programs.pdf](#)

[A.5.2.5. ODTU Academic Offerings - Undergraduate Programs.pdf](#)

[A.5.2.6. BAP 2021 Yılı Faaliyet Raporu.pdf](#)

[A.5.2.7. Araştırmalar Koordinatörlüğü 2021 Yılı Faaliyet Raporu.pdf](#)

Internationalization Performance

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

[A.5.3.1. Uluslararasılaşma SPAK Mevcut Durum Değerlendirmesi.pdf](#)

[A.5.3.2. SKYBIS Uluslararasılaşma Hedef Değerlendirme Kartları.pdf](#)

[A.5.3.3. ODTÜ Uluslararası Akreditasyona Sahip Bölümler.jpeg](#)

[A.5.3.4. UİO ve SUNY Faaliyet Raporu-2021.pdf](#)

B. EDUCATION

1. Designing, Evaluating, and Modifying Programs

B.1.1. Design and Approval of Programs

There are previously defined processes for the design and approval of the education programs at our university. Each new program proposal is submitted to the Council of Higher Education (YÖK) after passing these processes. Detailed information regarding these processes can be found in Document B.1.1.1. Moreover, procedures and principles on this issue are specified by the METU Quality Management Guideline (Document B.1.1.2).

Education processes were adversely affected by the pandemic that had a significant impact on the overall years of 2020 and 2021; therefore, courses had to be offered via distance education methods. In line with the decision of YÖK for the Fall Semester of the 2021-2022 Academic Year, our University Senate has decided that at most 40% of the courses taught in the

departments could be conducted online and conveyed this decision to all the academic units. Accordingly, all the departments determined which courses would be held online and which would be taught face-to-face. With the same Senate decision, hybrid education classrooms were created to modify the use of classrooms (Document B.1.1.3).

Program objectives, learning outcomes, teaching methods, and class assessment processes are defined (Document B.1.1.4, Document B.1.1.5, Document B.1.1.6, Document B.1.1.7). The past experience and advanced infrastructure of our university made adaptation in distance education processes easier. The capacity and alternatives of synchronous tools were increased, and the infrastructure of the Learning Management System (ODTÜClass) (Document B.1.1.8) was strengthened to improve and maintain asynchronous teaching methods.

Online resources and activities required for the courses conducted with distance education methods are prepared by the faculty members. For this reason, necessary support was provided to the faculty members and students who expressed their needs, ensuring that departments shared their demands with the senior management (Document B.1.1.9). In the light of the received feedback, necessary arrangements and improvements were made in the Learning Management System according to the different needs of different departments.

In line with the opinions of the stakeholders shared with the departments, modifications and improvements are made in the programs (Document B.1.1.10, Document B.1.1.11). Moreover, compliances with the National Qualifications Framework for Higher Education in Turkey (TYYÇ) at the level of departments and programs are shared with the public on official web pages (Document B.1.1.12, Document B.1.1.13).

B.1.2. Course Balance of Programs

The common outputs for each undergraduate program at our university can be found in Document B.1.2.1. The Center for Advancing Learning and Teaching (ÖGEM) gives feedback on the **Educational Objectives** and **Program Outputs** of each program prepared by the assigned faculty members in the undergraduate and graduate programs. Based on this feedback, departments/programs modify and improve their educational objectives and program outputs in cooperation with ÖGEM. The educational objectives and program outputs of the undergraduate programs in both Ankara and Northern Cyprus Campuses are available in Turkish and English. Additionally, program outputs in line with the National Qualifications Framework for Higher Education in Turkey (TYYÇ) for the undergraduate and graduate

programs in both Ankara and Northern Cyprus Campuses are completed and shared with the public (Document B.1.2.2, Document B.1.2.3, Document B.1.2.4, Document B.1.2.5, Document B.1.2.6).

13 undergraduate programs within the Engineering Faculty of our university have ABET accreditation, and the Department of Political Science and Public Administration has European Association for Public Administration Accreditation (EAPAA). The Department of Psychology at the Faculty of Arts and Science has been accredited by the Turkish Psychologists Association. Both the Department of Basic English and the Department of Modern Languages at the School of Foreign Languages have Pearson Assured certificate (Document B.1.2.7). Accreditation processes require a balanced course distribution.

B.1.3. Compatibility of Course Outcomes with Program Outputs

METU Syllabus (Document B.1.3.1) provides students with information about the courses they are registered for each semester, faculty members of the courses, location of the classrooms, syllabuses, program outputs, learning methods, and grading systems of the courses. METU Syllabus system is integrated with the Student Affairs Information System (ÖİBS) and E-Catalogue (Document B.1.3.2). Course syllabuses are updated at the beginning of each semester by the faculty members and thus constantly developed (Document B.1.3.3).

All the requests, such as online resources and activities needed for online courses, as well as other software and hardware needs of our faculty members and units, were received. These requests were evaluated within various variables such as the budget of our university and the estimated impact of the request on distance education (Document B.1.3.4). After the evaluations, all requests were tried to be met as much as possible. For instance, access to the Zoom application was provided in order to meet the need to increase the number of online courses and the capacity of participants during these courses. In line with the suggestions of stakeholders, the document capacities of courses were increased on the ODTÜClass system. Various pieces of training on distance education technologies were provided (Document B.1.3.4).

The distance education period that continued at our university throughout the first phase of the pandemic turned into a hybrid education model with the beginning of the Fall Semester of 2021. Therefore, procedures and principles regarding this new hybrid education system were determined (Document B.1.3.4, Document B.1.3.5). The details regarding the compatibility of

course outcomes with program outputs for each program can be found in Document B.1.3.6. Moreover, re-assessments are made on a regular basis by the departments (Document B.1.3.7, Document B.1.3.8).

B.1.4. Course Design Based on Student Workload

Lecturing requests from the members of the academic units are evaluated by the relevant departments by taking into account the qualifications required for the content of the course, and the courses to be offered are distributed to the faculty members accordingly. Then, this distribution is discussed by the relevant academic committees, and the final decisions are made. During this process, it is important that the competencies of the academic staff and the qualifications required by the course content are compatible (Document B.1.4.1).

Effective teaching requires regular assessment of students and monitoring of their performances. ÖGEM provides feedback and counseling services to the faculty members, if they need, on creating ECTS credits based on the workload of students. While determining the ECTS credits of the courses, an online ECTS Survey was prepared in Turkish and English and sent to all the undergraduate students of METU to receive their opinions regarding the workload of each course. The results of the survey specific to each course were available to the Heads of the Departments and faculty members. This process is repeated for each semester (Document B.1.4.2).

For the courses with little student participation in the online ECTS survey, faculty members ask for the opinions of students regarding the workload via a focus group or individual interviews. ÖGEM monitors the ECTS credits and ECTS calculation tables of the courses. Furthermore, guidelines for the ECTS credit determination process were prepared and shared online with faculty members, as seen in Document B.1.4.3 and Document B.1.4.4. ECTS credits of undergraduate and graduate courses at the university are shared in the online academic catalog (Document B.1.4.5).

Within the European Credit Transfer and Accumulation System (ECTS) process initiated by YÖK, studies have been conducted regularly since 2013, and they still continue. In order to complete these processes at the undergraduate and graduate levels, solve the problems and prepare workload tables for all the courses, the assigned ECTS coordinators of all the undergraduate programs were visited and informed by ÖGEM one by one. These meetings were held and completed between ÖGEM and the departments that informed ÖGEM about

their assigned ECTS coordinator (Document B.1.4.6). Practices are carried out in the departments, as well as evaluations and improvements, in accordance with the procedures and principles (Document B.1.4.7, Document B.1.4.8).

In addition to the efforts within the ECTS process, success assessment methods for the departments of the Faculty of Engineering were designed in detail in order to evaluate whether the targeted learning outcomes were achieved in line with ABET accreditation systems and were implemented accordingly. Various methods are used for students to take an active part in the implementation of the programs, and to measure and assess their success. Detailed information on accreditations is shared in the B.1.5 section.

B.1.5. Monitoring and Modifying the Programs

ODTÜClass is an online platform that provides support to the courses by offering students resources to be used both in the classes or outside the classes, activities, assignments, and various learning tools. With this system, students are able to access the resources and activities that they need whenever and wherever they want. The services ODTÜClass offers can be listed as follows:

- It ensures that course resources and activities are conveyed to students continuously.
- It provides a neat structure that eases course management.
- It offers powerful learning tools such as curriculum development, communication, group work, planning, and task management automation.
- It ensures that tools such as YouTube, search engines, and social networks are integrated into the courses and used effectively.

These tools enable the lecturing academic staff to create online education environments without the need to be a technology expert and also get rid of repetitive administrative tasks.

In this regard, the services that ODTÜClass offers are as follows:

- Education tools: It offers discussion boards, pages to upload activities/assignments, automatic grading, content creation, content management and transfer, and easy access to resources anywhere, anytime (Document B.1.5.1).
- Course content management: It provides the ability to easily add and modify learning resources, activities, and assessments (Document B.1.5.2).

- User-friendly resources supporting media diversity: It provides the opportunity to add and view media resources without the need for advanced technical knowledge.
- Individualized teaching: It provides access to different learning profiles and preferences of students and ensures that resources, activities, and assessments are created in compliance with multiple learning styles.
- Project-based and fact-based learning experiences: The system supports presentation tools and tools that enable group work such as Wiki, Blog, and Google Docs. It provides the necessary tools for both students and faculty members to organize and manage individual or group projects (Document B.1.5.3, Document B.1.5.4).
- Student performance analytics package: It offers different assessment options and allows these assessments to be viewed in different ways (Document B.1.5.5).
- Features on communication/task/organization management: It provides services such as making announcements, setting reminders, and managing administrative tasks. ODTÜClass first started to be used in the Fall Semester of the 2013-2014 Academic Year. Then, as of the 2014-2015 Academic Year, it was opened for use of the entire university. Faculty members are added to the system automatically. Students are automatically added to the courses they are registered to after the advisor's approval step at the beginning of each semester. In addition, to keep the student lists up-to-date throughout the semester, the courses they are registered to are checked on the Student Information System at certain intervals every day and also every time students log into the system. Changes are made when necessary (Document B.1.5.5).

The guideline on how to use the system helps the faculty members log into the ODTÜClass easily, view their weekly classes, and make changes if they need. On the system, faculty members can add new resources, and activities, assignments related to their courses; edit, move, hide, or delete them; grade the activities or assignments of the students; create categories within the gradebook and group these grades under different categories; view the previously entered grades and export them. Moreover, they can also create forums to communicate with students, make modifications to these forums, send individual or group messages, view the received messages, and assign assistants (Document B.1.5.3, Document B.1.5.4, Document B.1.5.6).

In addition to the departmental accreditations processes, METU also started working on the institutional accreditation evaluation of YÖKAK as of late 2021. In line with the preparation

plans, efforts in this regard currently continue with internal evaluations and situation analyses (Document B.1.5.7, Document B.1.5.8).

B.1.6. Management of Education Processes

METU has a sufficient organizational structure to manage education processes holistically. Within this organizational structure, many academic and administrative units, under the vice president responsible for education management, have duties and responsibilities in the management of education processes (Document B.1.6.1). Additionally, various centers and commissions also contribute to the management of education processes. Many units such as ÖGEM, UZEM, Disability Support Office, International Cooperations Office, Academic Programs and Education Coordination Center make contributions to the education processes either directly or indirectly (Document B.1.6.2, Document B.1.6.3). METU Computer Center, on the other hand, continues to work on process development in accordance with the expectations of the stakeholders on the management of education processes (Document B.1.6.4).

All the duties and responsibilities within this organizational structure are defined at both university and unit levels. The duties and responsibilities of the personnel (Document B.1.6.5), as well as those of the academic and administrative administrators (Document B.1.6.6), are defined in the working directives of units in accordance with the legislations.

To ensure that distance education at our university continues smoothly, Distance Education Coordinators have been assigned in departments to take responsibility in these issues (Document B1.6.7). Procedures and principles for the education programs are announced by the university administration every semester (Document B.1.6.8). Process descriptions and information packages, including designing, implementation, evaluation, and modification of education programs are monitored regularly by our university and shared with the stakeholders via the relevant web pages (Document B.1.6.9, Document B.1.6.10).

The education programs and methods are monitored by the senior management through various tools (Document B.1.6.11). Feedback received from the stakeholders via surveys of the centers such as ÖGEM and UZEM is shared with the university administration. Additionally, the senior management also monitors the activities organized since the activity reports of both administrative and academic units are submitted to the relevant Vice President's office, as well

as the university administration. The senior management makes contributions to the education processes to further improve them (Document B.1.6.12).

Design and Approval of Programs

Maturity Level: Design and approval processes of the programs are monitored systematically and improved through evaluations with the relevant stakeholders.

Documents:

- [B.1.1.1. Program tasarımı ve onayı ekran görüntüsü.pdf](#)
- [B.1.1.2. Kalite Yönetim Rehberi.pdf](#)
- [B.1.1.3. Uzaktan Eğitim Senato Kararı .jpeg](#)
- [B.1.1.4. Course Objectives and Course Learning Outcomes.pdf](#)
- [B.1.1.5. Instructional Methods.pdf](#)
- [B.1.1.6. Classroom Assessment.pdf](#)
- [B.1.1.7. 6420101-6420303 Turkish I Course Syllabus.pdf](#)
- [B.1.1.8. oduclass.metu.edu.tr.pdf](#)
- [B.1.1.9. Sosyoloji bölümü program değişikliği önerisi.pdf](#)
- [B.1.1.10. Sosyoloji bölümü program statü değişikliği.pdf](#)
- [B.1.1.11 20211017 Toplantı Tutanagi.pdf](#)
- [B.1.1.12. Program TYYÇ Uyumluluğu.PNG](#)
- [B.1.1.13. Beşeri Bişimler Temel Alanı Lisans Yeterlilikleri.pdf](#)
- [Other doc. B.1.1.14. Program Outcome Matrix örneği.pdf](#)
- [Other doc. B.1.1.15. Program Tasarımları ve Onayı Süreci.pdf](#)
- [Other doc. B.1.1.16. Uzaktan Eğitim Destek Sayfası.pdf](#)
- [Other doc. B.1.1.17. Endüstriyel tasarım bölümü program tasarımı ve onayı süreci.pdf](#)

Course Balance of Programs

Maturity Level: The course balance of the programs is monitored and improved.

Documents:

- [B.1.2.1. egitim.metu.edu.tr.PNG](#)
- [B.1.2.2. TYCC uyumu ve ders matrisleri.pdf](#)
- [B.1.2.3. Örnek Bölüm Müfredatı.pdf](#)
- [B.1.2.4. Örnek Bölüm Ders Dağılım değerlendirme.pdf](#)
- [B.1.2.5. Ders Dağılım Dengesi ve Mevzuat.jpeg](#)
- [B.1.2.6. METUSIS Müfredat Öğrenci Ekran Görüntüsü.jpeg](#)
- [B.1.2.7. Akreditasyon Sahibi Bölümler.jpeg](#)

Compatibility of Course Outcomes with Program Outputs

Maturity Level: Compatibility of the course outcomes with program outputs is monitored and improved.

Documents:

- [B.1.3.1. odtusyllabus.metu.edu.tr.pdf](#)
- [B.1.3.2. catalog.metu.edu.tr.PNG](#)
- [B.1.3.3. ODTÜSyllabus Bilgi Girişleri Duyuru E-postası.pdf](#)
- [B.1.3.4. Hibrit eğitim usul ve esasları.pdf](#)
- [B.1.3.5. Hibrit Eğitim Genel Bilgilendirme.pdf](#)
- [B.1.3.6. egitim.metu.edu.tr.PNG](#)
- [B.1.3.7. Örnek ders uygulama.pdf](#)
- [B.1.3.8. BAS 322 - Syllabus Fall21.pdf](#)

Course Design Based on Student Workload

Maturity Level: The student workload in the programs is monitored, and course designs are modified accordingly.

Documents:

- [B.1.4.1. Öğrenci İş Yüküne Dayalı Ders Tasarımı Örnek Uygulama.pdf](#)
- [B.1.4.2. AKTS Öğrenci Anketi Örneği.pdf](#)
- [B.1.4.3. program.metu.edu.tr.PNG](#)
- [B.1.4.4. egitim.metu.edu.tr.PNG](#)
- [B.1.4.5. catalog.metu.edu.tr.PNG](#)
- [B.1.4.6. AKTS kredisi oluşturma, AKTS hesaplama örnek tablosu.pdf](#)
- [B.1.4.7. AKTS Bilgi Paketleri.PNG](#)
- [B.1.4.8. Bölüm bazlı örnek uygulama.docx](#)

Monitoring and Modifying the Programs

Maturity Level: Program outcomes are monitored via these mechanisms and improved through evaluations with the relevant stakeholders.

Documents:

- [B.1.5.1. ODTUClass tartışma panoları, etkinlik-ödev yükleme alanları ekran görüntüleri.jpeg](#)
- [B.1.5.2. Ders içeriği yönetimi ekran görüntüleri.pdf](#)
- [B.1.5.3. ODTÜ Class Öğrenciler için Kullanma Kılavuzu.pdf](#)
- [B.1.5.4. Öğretim Elemanları için Kullanma Kılavuzu.pdf](#)

[B.1.5.5. ODTUClass Sınav Yönetimi Uygulaması.pdf](#)
[B.1.5.6. ODTÜ Class mesajlaşma ekran görüntüsü-öğrenci etkileşimi.pdf](#)
[B.1.5.7. Kurumsal Akreditasyon Bilgilendirme Toplantısı.pdf](#)
[B.1.5.8. Kurumsal Akreditasyon Bilgilendirme Dokümanları.docx](#)
[Other doc. B.1.5.9. ABET Ders Değerlendirme süreci.xlsx](#)
[Other doc. B.1.5.10. 2021 Yılında Gerçekleşen bir ABET değerlendirmesi örneği.pdf](#)
[Other doc. B.1.5.11. ABET Student Outcomes - Intermediate Student Outcome Assessment.pdf](#)

Management of Education Processes

Maturity Level: Practices and applications regarding the management of education processes within the institution are monitored and improved accordingly.

Documents:

[B.1.6.1. ODTÜ Organizasyon Şeması-Organizasyon Yapısı.pdf](#)
[B.1.6.2. ÖGEM Web Sayfası ve Süreçler.docx](#)
[B.1.6.3. UZEM Web Sayfası ve Süreçler.pdf](#)
[B.1.6.4. BIDB Faaliyet Raporu.pdf](#)
[B.1.6.5. Personel Görev Tanımı Örneği.pdf](#)
[B.1.6.6. Akademik Teşkilat Görev ve Sorumlulukları.pdf](#)
[B.1.6.7. Uzaktan Eğitim Koordinatörleri Listesi.pdf](#)
[B.1.6.8. 2021-2022 Akademik Yılı Güz Dönemi İşleyiş Usul ve Esasları - 1.pdf](#)
[B.1.6.9. egitim.metu.edu.tr.PNG](#)
[B.1.6.10. program.metu.edu.tr.PNG](#)
[B.1.6.11. Syllabus Duyuru e-postası.PNG](#)
[B.1.6.12. Engelsiz ODTÜ Birimi Akademik Uyarılama Çalışmaları.pdf](#)

2. Implementation of Programs (Student-Centered Learning, Teaching, and Evaluation)

Effective Online Teaching Seminars, where learner-centered course design, teaching methods, and assessment and evaluation methods are shared, are held regularly by the Center for Advancing Learning and Teaching (ÖGEM) every year. In addition, individual counseling services are provided to faculty members on how to design their courses in a learner-centered manner, and seminars are organized on the learner-centered approach for the departments that request them (Document B 2.1). Within the distance education process, Distance Education Application and Research Center (UZEM) (Document B.2.2) carries out activities in order to ensure that the processes run smoothly with supporting materials, lecture videos, experience sharing, seminars, and brochures for academic and student groups.

B.2.1. Teaching Methods and Techniques

In order for the university to conduct student-centered learning, teaching, as well as evaluation, ÖGEM, UZEM, and the Vice President responsible for educational processes must work in coordination. Efforts of our university in this regard are shared in this section.

Blended (Hybrid) Education

For the 2021-2022 Academic Year, in line with the ruling of the Council of Higher Education (YÖK), our University Senate decided that at most 40% of the courses taught in the departments could be conducted online and conveyed this decision to all the academic units. With the beginning of the Fall Semester of the 2021-2022 Academic Year at our University, “hybrid education classrooms” were created in our lecture halls and departments for the courses to be offered in the hybrid system. Within the first step of this process, renovations of five classrooms and 14 lecture halls to make them convenient for hybrid education were completed, which offered a total capacity of 1,561 students in line with the pandemic measures (Document B.2.1.1).

Courses are conducted via synchronous and asynchronous methods. The processes to be followed in order to offer synchronous or asynchronous courses on the Student Affairs Information System were declared and integrated into the system, allowing the students to choose among the options (Document B.2.1.2). In synchronous classes, the faculty member or lecturer meets with the students simultaneously in a virtual classroom. The methods for the asynchronous classes vary. Most academic staff prefer to take videos of their classes, or ask for assistance in this regard from GİSAM. They first share these videos with the students and then provide students with various activities related to these videos in line with the flipped classroom technique. In order to increase the students' participation in these courses, it is one of the widely preferred methods to turn the videos into interactive videos and thus make the student an active participant of the lesson by answering the questions that arise during the lesson, rather than being a passive viewer of it. This system was also integrated into the assessment and evaluation system; therefore, watching the lessons and responding to the questions during the lessons could be graded according to the success rate of the students' responses (Document B.2.1.3). Various seminars were organized for the academic personnel on active and interactive methods (such as flipped learning, Web 2.0 tools, online pedagogy, etc.) (Document B.2.1.4). The Ludic lesson format plugin was installed and made available for

these purposes (Document B.2.1.5). Information and Support documents were prepared for the students and the staff regarding the security of exams. Moreover, the Frequently Asked Questions page on ODTÜClass was uploaded (Document B.2.1.6). Setting up a VPN connection was made available so that the library services could be accessed out of the campus. This way, students are able to access the teaching resources provided by the library from different locations.

Online office hours are also conducted via the synchronous methods offered by the university. Faculty members and lecturers are provided with various tools to modify and customize their course content by taking into consideration their individual differences (Document B.2.1.7). It is ensured that open course materials are uploaded on Sierra, and they are updated periodically (which is also a performance indicator in the strategic plan). Online course content-sharing platforms such as Coursera were opened to students for trial access. The free resources shared by national and international publishers were uploaded to the website on a regular basis. The Open Access System, including all the academic publications conducted at METU via the Open Access Academic Archive of our university (OpenMETU), was made available for public access (Document B.2.1.8). All the theses written at METU were also made available for access on the same platform. In order to facilitate the distance education process, some library services such as online resource consultation, reference, borrowing and return, and inter-library cooperations continued uninterruptedly via email (referans@metu.edu.tr and lib-hotline@metu.edu.tr).

Furthermore, the experiences gained within the institution and the unique approaches and practices developed were presented at the academic events held at other universities (Document B.2.1.9).

B.2.2. Assessment and Evaluation

Assessment and evaluation processes are carried out through the Learning Management System. Information about technological assistance was given within the institution, and support regarding accessibility was offered. An example of exam application via ODTÜClass was shared with all the faculty members (Document B.2.2.1).

The academic staff was given applied training about the assessment and evaluation tools on the Learning Management System (Document B.2.2.2), and informative videos were filmed in which the faculty members shared their experiences on assessment and evaluation.

Assessment and evaluation tools and methods regarding the technological infrastructure were developed in line with the demands of the faculty members and were added to the learning management system. Thanks to these tools, students' performance can be evaluated with other tools apart from the exams. In this context, various precautions were taken such as the use of SafeExam Browser, Turnitin integration, preventing a user from logging in to the system on multiple devices simultaneously, and video-based performance assignments for students (Document B.2.2.3).

In order to ensure exam security, the necessary tools were provided to the instructors who wanted to perform online supervised exams, and they were offered one-on-one support (Document B.2.2.4). In order to strengthen the technical infrastructure so that performance problems that may occur during exams could be prevented, special exam servers were set up to be used in the courses with a high number of registered students.

The academic staff was given applied training about the assessment and evaluation tools on the Learning Management System, and informative videos were filmed in which the faculty members shared their experiences on assessment and evaluation. There are active quiz and quiz applications on the learning management system. Seminars were held about these applications. In addition to these, synchronous tools were also used within the assessment and evaluation processes (Document B.2.2.5).

Assessment and evaluation tools and methods regarding the technological infrastructure were developed in line with the demands of the faculty members and were added to the learning management system. Finally, plugins such as Matlab Grader, Peer Assessment, and Hypothesis started to be used for these purposes. The Turnitin plugin was added to the ODTÜClass system for plagiarism detection in assignments (Document B.2.2.6). There are also other methods to observe and evaluate the performance of students, such as portfolios, assignments, projects, collaborative work environments, virtual programming labs, and forums (Document B.2.2.7).

B.2.3 Student Admission, Recognition and Crediting of Prior Learning*

Undergraduate Students

National and international student quotas are proposed by the departments, approved by the University Senate, and finally forwarded to YÖK. In the international student admission process, international exams determined by the University Senate and approved by YÖK,

diploma grades for 60 countries, and various university entrance exams held in different countries are taken into consideration. Students of Turkish nationality are accepted and registered to our University through the TYT and AYT examinations conducted by the Student Selection and Placement Center (ÖSYM). The criteria and quotas for international students are announced on the website of YÖK and the University before the application period starts.

The minimum student admission requirements depending on the country are evaluated regularly. Both Ankara and Northern Cyprus Campuses make suggestions and evaluations to be shared with the relevant committees.

As a result of the evaluations made in line with various international sources, the criteria are changed and updated by the Senate when deemed appropriate. Changes and updates are made in the requirements and processes as a result of the evaluation meetings held every year during the months of January-February, where the Ankara and Northern Cyprus Campuses come together. Northern Cyprus Campus plays a more active role in the process of making these changes, sharing their suggestions with the Ankara Campus. According to the determined criteria, the most successful students meeting all these requirements are accepted in line with the aforementioned quota. As the accepted examination systems change each year, the criteria are also reviewed, and the necessary changes are made annually.

Our university runs dual degree programs with the State University of New York (SUNY) System (Document B.2.3.1). The universities cooperating with METU on the international joint degree program for dual degrees under the New York State University System are Binghamton and New Paltz Universities (Document B.2.3.2). Departments offering a dual degree opportunity at the undergraduate level are as follows: Business Administration (BAS), Global Politics and International Relations (GIA), and English Language Teaching (TEFL).

Graduate Students

Before the application process, the Departments are requested by their affiliated Graduate Schools to review the application criteria and notify if changes are to be made to the requirements. The application criteria submitted to the Graduate Schools are evaluated by the Graduate Schools and announced on the web pages.

Candidates submit their applications electronically within the application dates. Once the application period ends, the submitted applications are forwarded to the departments after their

compliance with the criteria is checked by the personnel at the Graduate Schools. After the initial evaluation process is completed according to the predetermined criteria by the departments, face-to-face interviews are conducted in most departments. Decisions of acceptance, rejection, or acceptance with the condition of a scientific preparation process are made for each student, and the final decisions are shared with the affiliated Graduate School. If there happens to be a problem in the process, Graduate Schools, Registrar's Office (ÖİDB), and the Computer Center (BİDB) evaluate the issue and determine improvement suggestions.

At our university, there are exemplary defined processes for the recognition of prior education. All of our students can certify their English language level by taking the proficiency exam conducted by the School of Foreign Languages, or by taking other proficiency exams conducted by other organizations whose proficiency certificates are accepted by our university. Levels of the students in the preparatory school are determined according to these proficiency exams. Depending on the results of these exams, students may be able to skip the preparatory school entirely and even be exempted from the English course offered to the first-year students. In addition to this practice, efforts have started to develop various practices for the recognition of prior learning for other first-year courses. In the first stage, such a practice is planned to be implemented in the Mathematics courses. Then, in the following stages, similar practices are planned for the Physics and Chemistry courses. Examples of all the department-based practices regarding the crediting of prior learning can be found in Document B.2.3.3.

For International Students

Undergraduate Student Admission

Applications from abroad to undergraduate programs at METU are made electronically. Application dates are announced on the web page of the International Students Office.

While evaluating the applications, in addition to the exam scores of the candidates, various documents that provide information about their educational performance are also taken into account, such as their high school GPA and additional certificates, if they have any. In addition, the opinions of the faculty members are also asked regarding the submitted documents for application (Document B.2.3.4).

Graduate Student Admission

METU offers postgraduate education opportunities with many master's and doctoral programs. The first and fundamental condition to be able to apply for a graduate program is having successfully graduated from an undergraduate/graduate program or certifying that the candidate is about to complete their undergraduate/graduate studies successfully.

The medium of instruction at METU is English. For this reason, all the candidates who want to apply for a master's program at METU are required to certify their English proficiency with an internationally valid exam such as the Foreign Language Proficiency Exam (YDS), The Council of Higher Education Foreign Language Exam (YÖKDİL), IELTS, or TOEFL.

Along with language proficiency, candidates are also expected to present a valid score obtained from one of the following exams to be able to apply for a graduate program at METU: Academic Personnel and Graduate Education Entrance Exam (ALES), Graduate Record Examination (GRE), or Graduate Management Admission Test (GMAT).

Admission criteria for the graduate programs may differ on the basis of departments and graduate schools. Candidates are advised to look for the most up-to-date and accurate information about the application criteria of the programs they are interested in via the web pages of these departments. In addition, the list of the Graduate Schools and program details can be found in Evidence B.2.3.5.

B.2.4. Certification of Qualifications and Diploma

Exams, evaluation, and graduation conditions for undergraduate students at METU are predetermined and declared in the Undergraduate Education Regulation (Document B.2.4.1). Likewise, exam and evaluation criteria for graduate students can be found in Postgraduate Education Document B.2.4.1.

In the application and admission processes of undergraduate department transfer, double major, and minor programs, besides the standard rules and conditions, specific criteria and proficiencies may be sought by different departments (Document B.2.4.2).

The courses taken via distance education in foreign higher education institutions as part of exchange programs such as Erasmus/Exchange were accepted in the adjustment process at METU. Students who took courses via distance education methods were also able to apply to these programs. Similarly, courses taken via distance education methods were also accepted in International Joint Degree Programs (SUNY).

Students who achieved to obtain a passing grade in the English Proficiency Exams that were conducted online at the end of the distance education semesters at the Department of Basic English (Preparatory School) were accepted to proceed to their undergraduate programs (Document B.2.4.3). Answers to the questions and further detailed information regarding the regulations can be found on the website (Document B.2.4.4).

Teaching Methods and Techniques

Maturity Level: Student-centered practices are monitored and improved with the participation of the relevant internal stakeholders.

Documents:

- [B.2.1. Online Etkili Öğretim Seminerleri listesi.pdf](#)
- [B.2.2. odtuzem.metu.edu.tr.tr.pdf](#)
- [B.2.1.1. 2021-2022 Akademik Yılı Genel Bilgilendirme – 1.pdf](#)
- [B.2.1.2. OİBS Senkron-Asenkron Ders seçimi.jpeg](#)
- [B.2.1.3. Açık Erişim Ders Portalı.pdf](#)
- [B.2.1.4. Öğretim yöntemlerine ilişkin seminerler listesi.pdf](#)
- [B.2.1.5. ODTUClass - Ludic Oyunlaştırma.png](#)
- [B.2.1.6. ODTUClass-FAQ1.png](#)
- [B.2.1.7. Faculty resource teaching remotely.pdf](#)
- [B.2.1.8. open.metu.edu.tr.pdf](#)
- [B.2.1.9. Okan Üniversitesi-Etkinlik.jpeg](#)

Assessment and Evaluation

Maturity Level: Student-centered assessment and evaluation practices are monitored and improved with the participation of the relevant internal stakeholders.

Documents:

- [B.2.2.1. ODTU Class sunulan araçlar.pdf](#)
- [B.2.2.2. Öğrenme Yönetim Sistemindeki eğitimlerin listesi.pdf](#)
- [B.2.2.3. SafeExam kullanım örnekleri.jpeg](#)
- [B.2.2.4. Active quiz ve quiz uygulamaları.pdf](#)
- [B.2.2.5. ODTU Class geri bildirim örnekleri.pdf](#)
- [B.2.2.6. ODTUClass-Yeni Geliştirmeler.png](#)
- [B.2.2.7. Uzaktan eğitimde ölçme değerlendirme araçları ve yöntemleri.pdf](#)

Student Admission, Recognition and Crediting of Prior Learning

Maturity Level: Processes regarding student admissions, and recognition and crediting of prior learning are monitored, improved, and the updates are shared.

Documents:

[B.2.3.1. SUNY çift diploma programı ekran görüntüsü.jpg](#)

[B.2.3.2. New Platz çift diploma programı.pdf](#)

[B.2.3.3. Bölüm örnek kredilendirme.pdf](#)

[B.2.3.4. Öğretim Elemanı görüşü alma.pdf](#)

[B.2.3.5. Program Yeterliği Bilgi Paketi.pdf](#)

Certification of Qualifications and Diploma

Maturity Level: Practices in this regard are monitored and improved.

Documents:

[B.2.4.1. Program yönetmelikleri.pdf](#)

[B.2.4.2. program bazında örnek yeterlik değerlendirmesi.pdf](#)

[B.2.4.3. Çevrimiçi İngilizce Yeterlik Sınavı.pdf](#)

[B.2.4.4. 2021-2022 Akademik Yılı Güz Dönemi İşleyiş Usul ve Esasları - 1.pdf](#)

3. Learning Resources and Academic Support Services

B.3.1. Learning Environments and Resources

As emphasized in our Mission statement, METU attributes great importance to the basic duties of a university, which are education, research, development, and social contribution. While faculties and departments have their own facilities for administrative and educational purposes, there are also shared classrooms to be used in various common courses. For example, the common courses for first-year students such as Mathematics, Turkish, English, and Principles of Atatürk and History of Turkish Revolution are taught in these halls and classrooms at different buildings on campus. All the supporting activities conducted by the METU Library, ODTÜClass, Distance Education Application and Research Center (UZEM), and Center for Advancing Learning and Teaching (ÖGEM) constitute the components of the learning sources of our university.

Faculty members and lecturers keep all the resources they use in their courses on the METU Learning Management System, which is open to students only. Audiovisual Systems Research and Production Center (GİSAM) assists the faculty members and lecturers who need their classes to be filmed. UZEM, on the other hand, offers support and assistance to the academic staff in developing interactive teaching materials (Document B.3.1.1). ODTÜClass Learning Management System, which has been in use since 2014, has the qualifications to meet the needs of our university with the improvements made in line with the research carried out in this regard as well as the demands of our faculty members. A sandbox was prepared so that our faculty members who wanted to improve the features of ODTÜClass could work on it, collaborate on development efforts, and then make the outcomes accessible to everyone. Thanks to these voluntary efforts of our faculty members, several new extensions have been developed, and METU-specific solutions to issues continue to be produced (Document B.3.1.2, Document B.3.1.3). The learning management system is constantly being improved with newly created tools and newly emerging circumstances. As a result of these improvements and the integration of the learning management system with the Student Affairs Information System, ODTÜClass has become a platform unique to our university. It is also possible to easily access the learning management system via its mobile application. There is an email list that provides 24/7 service to respond to the questions and problems of our students and staff related to the learning management system. Moreover, there are user manuals and “Frequently Asked Questions” pages to guide our students and staff. Seminars are organized to inform the academic staff on creating interactive course content. The video recordings of these seminars are also shared on the web page of UZEM. While the content creation tools on the learning management system can be used in order to create materials/content, GİSAM also assists the faculty members and lecturers in filming and recording their courses (Document B.3.1.4).

Within the donation campaign of AdımODTÜ titled “ODTÜ'lünün İnterneti de Benden” (Your Internet is on Me), 350 students were paid 100 TL per month for four months in the Spring Semester of 2021 (from March to June) as internet access support scholarship. In the same semester, a total of 75 students were given desktop or laptop computers (Document B.3.1.5).

B.3.2. Academic Support Services

Separate units within our university offer the following services for academic support purposes. Through the annual surveys conducted by ÖGEM with students, the opinions of the students regarding the support provided are shared with the senior management (Document B.3.2.1).

Academic Advisors

Faculty members also act as academic advisors of students at undergraduate and graduate levels. A full-time faculty member or lecturer is assigned to each undergraduate student following their enrollment as their academic advisor by their departments. In the graduate programs, too, starting from their first semester in the program, each student is provided with an academic advisor, who is assigned by their departments affiliated to the related Graduate School (Document B.3.2.2). With regulations on this issue, it has been ensured that assigning an academic advisor for each student would remain a sustainable practice (Document B.3.2.3).

Psychological Counseling

AYNA Listening Line, which all students and members of our university can reach by phone in case of a psychological crisis they may experience, continues its efforts to offer psychological support since February 14, 2020. The purpose of the Listening Line is for clinical psychologists to listen to the callers and direct them to the psychological support units convenient for them when necessary. In addition, 24/7 support service is offered to our students by the Teaching Technologies Support Office on education-related issues and by the Computer Center on technical issues (Document B.3.2.4, Document B.3.2.5).

Medical and Counseling Center

Within METU Medical and Counseling Center, there is a student service unit that provides psychological counseling and guidance, and psychiatric-psychological treatment services. These services are free and for METU students only (<https://srm.metu.edu.tr/tr/pdrm>). Announcements about the seminars held by the Psychological Counseling and Guidance Center for all the students and staff can be found on its web page (Document B.3.2.6).

Career Planning Center

Throughout the year, a total of 116 students who applied for a counseling appointment were provided with career planning services on CV-writing and job interviews via both online and face-to-face sessions, each of which lasted 45 to 90 minutes (Document B.3.2.7).

In the Spring and Fall Semesters of 2021, a total of two career fairs were organized. 46 companies participated in the career fair held on March 22-26, 2021, and a total of 77 online sessions were held for five days. A hybrid career fair was held in November 2021. Within the

online part of the fair, which was on November 10-12, 2021, 23 online sessions were held with the participation of 20 companies in total. Then, on November 18-19, 2021, the face-to-face part of the fair was held with the participation of 37 companies. On this part of the career fair, the face-to-face sessions were also broadcast live via the official Instagram account of the Career Planning Center (@odtukpm) so that the students who were not physically there could still join the sessions and communicate with the companies.

B.3.3. Facilities and Infrastructure

The management of Aysel Sabuncu Guesthouse, Personnel Housing, and furnished studio-type guesthouses are under the responsibility of the Office of Social Facilities. Uludağ Education and Sports Facility, the usage rights of which belongs to our university until 2026, was handed to the Ministry of Justice in February 2020 in return for keeping 20% of the rights to use.

Guesthouses provide accommodation services to guest university personnel who come to our university from another city or another country for a scientific study, congress, seminar, art event, etc., as well as the personnel of other public institutions, alumni, families of students, and other guests related to the university. The guesthouses were closed for use as of March 2020 due to the COVID-19 pandemic. Then, as of June 1, 2020, only the guesthouse building was reopened to meet the accommodation requests in line with the necessary health measures. Aysel Sabuncu Guesthouse was reopened as of September 2021. During the year, carpets that had been used for many years in the Guesthouse rooms were removed. The laminate coating was applied to all the rooms and stairs, and all the room lightings were also renewed. At the Aysel Sabuncu Guesthouse, within the annual budget, 34 beds that required replacement were removed and changed with the new ones.

The furnished studio-type guesthouses are allocated to Turkish or foreign faculty members who come to our university for working or researching purposes either from another city or another country and thus need long-term accommodation (six months to a year), as well as the faculty members who come to our university as the participants of the Postdoctoral Research Program (DOSAP). There are 32 studio-type guesthouses around the METU Kent Area, and two around the Old Housing Area allocated to be used for these purposes. Throughout the year 2021, the accommodation needs of the incoming guests were met via these guesthouses.

In accordance with the Public Housing Regulation and METU Housing Allocation Procedures and Principles, administrative processes such as the allocation of the houses to the personnel

and technical maintenance of the houses are under the responsibility of the Office of Social Facilities. There are a total of 490 personnel houses of different types and sizes belonging to our university. Housing allocations to the personnel continued in 2021 according to the METU Housing Allocation Procedures and Principles, which were prepared in line with the Public Housing Regulation (Document B.3.3.1).

There are 19 dormitories with a total capacity of 7,322 students (3,494 female and 3,828 male) under the responsibility of the Office of Dormitories, which is affiliated to the Directorate of Health, Culture, and Sports.

With the aim of solving our students' accommodation issues by offering a high standard service, the Office of Dormitories obtained TSE-EN ISO 9001-2000 certificate of quality from the Turkish Standards Institution (TSE) in 2005. Regarding the quality of our dormitory services, inspections were carried out in 2021 in accordance with the TSE-EN ISO 9001:2015 standards, and the continuity of the certificate was ensured. Renovations continue in our dormitories as much as the circumstances allow.

The Medical and Counseling Center, operating under the Office of Health, Culture and Sports, offers health services to students and both academic and administrative personnel. In 2021, the number of individuals that visited the center was 40,012. Medical and Counseling Center, with the aim of solving our students' and personnel's health issues by offering a high standard service, obtained TSE-EN ISO 9001-2000 certificate of quality from the Turkish Standards Institution (TSE) in 2000. As a result of the inspections carried out in 2021 in accordance with the TSE-EN ISO 9001:2015 standards regarding the quality of the services, the certificate was renewed. The services offered at the center are as follows: Pediatrics, Dermatology, Dental Health and Diseases, Physical Treatment, Pulmonary Diseases, Gynecology, Psychological Counseling and Guidance, Psychiatry, Radiology, First Aid, and Laboratory. The First Aid Unit offers 24/7 service for emergencies.

METU Culture and Convention Center, which makes a great contribution to science, culture, and art in Ankara and brings together all the innovations of technology, is a very convenient place for organizing all kinds of national and international congresses, conventions, seminars, conferences, and other cultural events. In addition to contributing to scientific productivity, the center plays an important role in improving social and cultural life. The center, which has a strong technical infrastructure, consists of nine halls, two lounge areas, and support service

units. In 2021, a total of 87 events were held at the Culture and Convention Center (Document B.3.3.2).

Besides all this physical infrastructure, METU also has a software and system-wise strong infrastructure that focuses on basic fields of activity and is constantly being improved. The following examples can be given to the system infrastructure that has been developed in recent years and still continue to be further improved.

In the first four months of 2021, on the basis of the publications transferred from AVESİS, the process of uploading content about the past on OpenMETU, the Open Access Academic Archive of our university, was completed. Efforts to verify, enrich the metadata, detect the duplicate files and delete them continued afterwards (Document B.3.3.3).

On the other hand, the Computer Center actively carries out development and improvement efforts regarding the information systems that directly and indirectly support the educational processes. In addition to the development of the Integrated Information System, OpenMETU, ODTÜClass, HES Code Integration, e-Correspondence Package, and Live Support Service for Prospective Students, the technical infrastructure of some classrooms was improved for hybrid education, and camera, microphone, and new lighting systems were installed in some of them in cooperation with the Directorate of Construction and Technical Works (Document B.3.3.4).

METU Distance Education Application and Research Center is responsible for managing the distance education processes. These processes for both students and academics are defined separately on the web page of this center. In addition, distance education platforms, documents on how to use them, and other education & training videos are shared, as well (Document B.3.3.5).

On September 20, 2021, the “COVID-19 Management and Monitoring Plan” (ODTÜ-COVID-19-YİP) was sent to all the departments, units, graduate schools, centers, directorates, etc., via EBYS (Electronic Document Management System). In the management and monitoring plan, the necessary measures to be taken during the pandemic in all the facilities were specified and shared with the relevant units (Document B.3.3.6, Document B.3.3.7).

B.3.4. Disadvantaged Groups

ÖGEM organizes various seminars for students and provides support to the students who need it. In a joint effort by the Disability Support Office and the Center for Advancing Learning and

Teaching (ÖGEM), a document on how to prepare course materials for the disadvantaged students and what to be careful about was created and shared with the faculty members and lecturers (Document B.3.4.1). Continuous support is provided to the faculty members and lecturers regarding the necessary arrangements and modifications to the learning management system.

In order to increase communication and cooperation between the students with disabilities and the staff, the Disability Support Office has appointed an Advisor for Students with Disabilities in each department (Document B.3.4.2). Contact information of these advisors is shared on ODTÜClass (Document B.3.4.3).

In 2021, the Disability Support Office provided different services to a total of 64 disabled students, including newly registered students. In the Fall Semester of the 2021-2022 Academic Year, a period when education at our university continued via distance education methods, two students used the specially equipped vehicle service. As a result of individual interviews held with the students, a Letter for Academic Accommodations initiative began in order to let the faculty members know what kind of arrangements the students with disabilities need in the courses (such as extending the length of the courses, presentation of course materials and feedback to students in alternative formats, etc.). In the Spring Semester of the 2020-2021 Academic Year, a total of 60 letters for academic accommodations were prepared upon the requests of 20 students. Six letters were written in the Summer School of 2020-2021 Academic Year upon the requests of three students. And 87 letters were written in the Fall Semester of 2021-2022 Academic Year upon the requests of 24 students.

Part-time student assistant support is provided to the students who experience difficulties in their academic studies outside of the classes due to their disabilities. This support is provided by the Part-Time Student Assistant working in the unit or the students of the "Community Service" course at the Faculty of Education. In the Spring Semester of the 2020-2021 Academic Year, seven students requested course partnership or note-taker support. All of the 12 students who worked as Part-Time Student Assistants during the Spring Semester provided support as course partners. In the Summer School of 2020-2021 Academic Year, one student requested course partnership support, and one student assistant was assigned to provide support. In the Fall Semester of the 2021-2022 Academic Year, 10 students requested note-taker and course partner support. Of the 14 Part-Time Student Assistants, 10 of them provided support as a course partner and one as a note-taker, while three students took over both duties.

At the beginning of the Spring Semester of 2020-2021 Academic Year and the Fall Semester of 2021-2022 Academic Year, the departments were informed about the course and exam adaptations. Practices to ensure academic accessibility for the courses continuing with distance education methods, and details of them are shared on the web page of the Distance Education Application and Research Center. Meetings were held with all the faculty members who needed or requested this process. In addition, scholarships provided from outside the university for students with disabilities were announced (Document B.3.4.4).

A one-year free subscription to NaturalReader Edu, a text-to-speech application for education purposes, was started by the Disability Support Office, and the application was made available free of charge in 2021 (Document B.3.4.5).

In 2021, our university was evaluated by YÖK and awarded the Barrier-Free University Award in six fields under the categories of accessibility of physical areas and accessibility of education (Document B.3.4.6). Furthermore, the Disability Support Office continues its efforts in these fields in coordination with other units.

The International Students Office operates in order to support and offer assistance to international students regarding their educational processes. The office assists the students with scholarship opportunities, accommodation, health services, and residence permits (Document B.3.4.7). METU Directive for Student Aids and Grants regulates the procedures and principles for granting scholarships and aid to successful METU students who need financial support. The Scholarship and Aid Committee determines the conditions for granting scholarships, and the students who are in need and eligible for a scholarship are granted it in accordance with these conditions and after the evaluations (Document B.3.4.7, Document B.3.4.8, Document B.3.4.9). Moreover, AdımODTÜ supports the students by organizing activities such as the internet access scholarship, computer donations, and meal scholarships in order to contribute to the improvement of the campus life and educational processes of students (Document B.3.4.10, Document B.3.4.11).

B.3.5 Social, Cultural, and Sports Activities

Sports Directorate, Library, Continuing Education Center (SEM), and Society and Science Application and Research Center (TBM), all operating under the METU Office of Health, Culture and Sports, are the units responsible for carrying out social, cultural, and sports activities at our university (Document B.3.5.2). Information on all the activities, processes, and

evaluations for the year 2021 can be found in the Documents (Document B.3.5.3, Document B.3.5.4, Document B.3.5.5).

Learning Environments and Resources

Maturity Level: Practices and efforts to develop learning resources and use them effectively are monitored and improved.

Documents:

[B.3.1.1. keep learning at METU.pdf](#)

[B.3.1.2. ODTUClass Destek Ofisi Geri Bildirimleri.png](#)

[B.3.1.3. ODTÜClass Şuana kadara geliştirilen özellikler.png](#)

[B.3.1.4. GİSAM Öğrenme Ortam ve Kaynaklarına Yönelik Faaliyetler.PNG](#)

[B.3.1.5. Uzaktan eğitimde öğrencilere desteklere dair kanıtlar.pdf](#)

Academic Support Services

Maturity Level: Practices and applications regarding the academic development and career planning of students within the institution are monitored and improved with the participation of students.

Documents:

[B.3.2.1. ÖGEM Öğrenci Memnuniyet Anket Raporu - Lisans.pdf](#)

[B.3.2.2. Danışman atama ekran görüntüsü.pdf](#)

[B.3.2.3. Lisans programı danışman atama yönetmelik.jpeg](#)

[B.3.2.4. AYNA Dinleme Noktası hizmetlerine ilişkin belge.pdf](#)

[B.3.2.5. AYNA Dinleme Noktası.pdf](#)

[B.3.2.6. SRM Seminer Listesi.pdf](#)

[B.3.2.7. KPM Faaliyet Raporu-2021.pdf](#)

Facilities and Infrastructure

Maturity Level: The use of facilities and infrastructure is monitored and improved according to the needs.

Documents:

[B.3.3.1. Sosyal Hizmet Tesisleri 2021 Yılı Faaliyet Raporu.pdf](#)

- [B.3.3.2. SKSDB Faaliyet Raporu.pdf](#)
[B.3.3.3. open.metu.edu.tr.pdf](#)
[B.3.3.4. BİDB Faaliyet Raporu-2021.pdf](#)
[B.3.3.5. UZEM Dokümanları ve Eğitim Videoları.pdf](#)
[B.3.3.6. ODTÜ COVID-19 Yönetim ve İzleme Planı.pdf](#)
[B.3.3.7. COVID-19 Tesis Kullanımına Yönelik Düzenleme Duyurusu.jpeg](#)

Disadvantaged Groups

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

- [B.3.4.1. Dezavantajlı öğrencilere yönelik ders materyallerinde dikkat edilecek hususlar dokümanın kopyası.pdf](#)
[B.3.4.2. Engelli Öğrenci Danışmanları.pdf](#)
[B.3.4.3. ODTUClass Engelli Öğrenciler Bilgi Alanı.jpeg](#)
[B.3.4.4. Engelsiz ODTÜ Faaliyet Raporu – 2021.pdf](#)
[B.3.4.5. NaturalReader Edu Üyelik duyurusu.pdf](#)
[B.3.4.6. YÖK Engelsiz Üniversite Ödülleri – 2021.pdf](#)
[B.3.4.7. Uluslararası Öğrenci Ofisi Burs Olanakları - Örnek Süreç.pdf](#)
[B.3.4.8. ODTÜ Burs ve Yardım Yönergesi.pdf](#)
[B.3.4.9. Gereksinim Bursları.pdf](#)
[B.3.4.10. Öğrenci Burs Olanakları, Burslar ve Başvuru Süreci.pdf](#)
[B.3.4.11. AdımODTÜ Ofisi Faaliyet Raporu-2021.pdf](#)
[Other doc. B.3.4.12. Akademik Uyarlama Mektubu Süreci.pdf](#)
[Other doc. B.3.4.13. Akademik Uyarlama Mektubu Örneği.pdf](#)
[Other doc. B.3.4.14. Engelsiz ODTÜ Birimi Öğrenciler ile iletişim süreç haritası.pdf](#)
[Other doc. B.3.4.15. Üniversitemizde özel donanımlı araçlar.pdf](#)

Social, Cultural, and Sports Activities

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

- [B.3.5.1. SKSDB Web Sayfası ve Süreçleri.pdf](#)
[B.3.5.2. TBM Duyurular.pdf](#)
[B.3.5.3. SEM Faaliyet Raporu-2021.pdf](#)
[B.3.5.4. TBM Faaliyet Raporu-2021.pdf](#)
[B.3.5.5. SKSDB Faaliyet Raporu-2021.pdf](#)

4. Academic Staff

B.4.1. Criteria for Appointments, Promotions, and Assignments

After evaluating their number of students, education quality, research opportunities, and the requirements changing in different circumstances, departments determine their needs for the staff and inform the Rectorate about it.

The criteria for the employment, appointment, and promotion of Turkish academic staff can be found on the website (Document B.4.1.1, Document B.4.1.2). Information regarding the employment of international academic staff can be found in Document B.4.1.3.

The appointment and promotion criteria at our university have been determined, and they are updated regularly. Current academic staff appointment and promotion criteria and processes are shared with the public through reports on the websites (Document B.4.1.4). While determining these criteria, opinions and suggestions were received from all the departments (email correspondences are available).

In the METU Strategic Plan 2018-2022, one of the determined objectives was to ensure the continuous employment and development of academic personnel who would meet the needs of our university in the fields of education, research, and community services (Objective 18.1) (Document B.4.1.5). In accordance with this objective, the units at the university determined their short-term (2 years) and medium-term (5 years) human resources needs.

In addition, according to the draft of the Strategic Plan 2023-2027, whose preparation process still continues, one of the goals is "to ensure the continuous employment of qualified academic and administrative personnel" (Goal 3), and one of the objectives to realize this goal is "to attract national and international human resources with the quantity and qualifications to meet the needs of the institution" (Objective 1) (Document B.4.1.6).

The course load and the distribution of the courses among the faculty members and lecturers are managed in accordance with the YÖK Decision on the Determination of Course Load and the Principles to be Applied in Additional Course Payments dated September 6, 2005, based on legal regulations (Document B.4.1.7). Departments also have regulations in this regard made in accordance with the legislations (Document B.4.1.8, Document B.4.1.9). At the Faculty Board and Faculty Administrative Board meetings held at the beginning of each academic year, current processes are evaluated, and feedback is given to the university administration (Document B.4.1.10).

B.4.2. Teaching Competence and Development

For the last eight years, Academic Development Program (AGEP) has been implemented to increase the competencies of newly employed faculty members in the fields of research, education, and social service, while also facilitating their adaptation to the university (Document B.4.2.1). Consisting of 10 basic modules, AGEP continued to be implemented in 2021, as well. Faculty members who complete the program are later offered to participate in other services and programs that will contribute to their academic and budget-wise development (Document B.4.2.2).

Both qualitative and quantitative data are obtained through the evaluation forms and surveys in all training activities delivered by ÖGEM for training the trainers (peer observation and course evaluation, effective teaching seminar, mid-term course evaluation, coffee time seminars for innovative education approaches, effective teaching seminars for research assistants, etc.) Upon the evaluation of these data, necessary improvements are made in the programs (Document B.4.2.3).

Especially ÖGEM and UZEM organize regular seminars in order to improve the digital skills of the academic staff. Every year, EDUCAUSE conducts research all over the world at the same time in order to evaluate the applications, understand whether the training provided has reached its aims, determine the digital competence levels of the students, and understand their expectations about enriching the courses with technology. For many years, METU has been participating in this research study from Turkey. According to the needs of the academic personnel, online seminars are regularly held (Document B.4.2.4), and the recordings of these seminars are also uploaded to the website so that they can be viewed later, too. In addition, short videos to teach the use of various tools step by step are prepared and shared. Individual training is also provided to the academic staff upon their request.

Recordings of the seminars and webinars organized within the Distance Education period are regularly updated at <https://its.metu.edu.tr/> Feedback from the academic personnel is regularly shared under the Frequently Asked Questions page of the UZEM website (Document B.4.2.5). The Directorate of Library and Documentation organizes online training programs upon the requests of the academic personnel to make contributions to their research techniques. Students and academic staff are regularly informed about the online seminars of the world's leading publishing houses on various topics such as increasing research performance, using e-books

and reference resources effectively, publications, and conducting more effective publishing processes as well as editorial and refereeing processes (Document B.4.2.6).

B.4.3. Incentives and Rewards for Educational Activities

Parlar Education and Research Foundation Awards

The Parlar Foundation aims to develop university-industry relations, support scientific research and researchers, provide METU with technical equipment and tools, offer METU students scholarships, and assist METU academics with their funds. Therefore, the following awards are given each year: Honor, Science, Outstanding Service, Research and Technology Incentive Awards, METU Thesis of the Year Award (for the students who received their doctoral or master's degrees at METU), METU Teacher of the Year Award (for the academic staff of METU) and Thesis Advisor Award (since 1996-1997 Academic Year). Again, since the 1996-1997 Academic Year, Outstanding Achievement Awards have been given to the faculty members and lecturers who have received the education award three times (Document B.4.3.1).

I. BOOK AWARDS

METU Development Foundation awards the original and scientific books written by the academic personnel of METU and published by internationally recognized publishing houses. Some rearrangements were made in the METU Development Foundation Book Awards in line with the proposal of the University Administrative Board with their decision dated February 3, 2015, and numbered 2015/4-11. It was announced that these changes would be valid for applications made after January 1, 2015, onwards (Document B.4.3.2).

II. ARTICLE AWARDS

As of October 1, 2020, the application and evaluation processes of the "METU Development Foundation Scientific Periodical Publication and Article Award" was carried out through APSÍS (Document B.4.3.2).

Criteria for Appointments, Promotions, and Assignments

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

[B.4.1.1. Atama Yükseltme Kriterleri.pdf](#)

[B.4.1.2. Atama yükseltme kriterleri güncelleme duyurusu.pdf](#)

[B.4.1.3. Uluslararası Öğretim üyesi alımı ile ilgili bilgiler.pdf](#)

[B.4.1.4. ODTÜ Fen Edebiyat Fakültesi Atama Kriterleri.pdf](#)

[B.4.1.5. ODTÜ 2018-2022 Stratejik Planı.pdf](#)

[B.4.1.6. ODTÜ Paylaşım Konferansı Raporu-24-25 Haziran 2021.pdf](#)

[B.4.1.7. Öğretim Elemanı Ders Yüğü Dağılımı Mevzuatı.jpeg](#)

[B.4.1.8. Endüstriyel Tasarım Bölümü Ders Dağılım Dengesi, atama, yükseltme, norm kadro çalışması.pdf](#)

[B.4.1.9. ABET CRITERION 6. FACULTY.pdf](#)

[B.4.1.10. Eğitim Fakültesi Fakülte Yönetim Kurulu Toplantısı.pdf](#)

Teaching Competence and Development

Maturity Level: The outcomes of the practices that develop teaching competence are observed and analyzed together with the academic personnel, and necessary measures are taken.

Documents:

[B.4.2.1. AGEP Web Sayfası.pdf](#)

[B.4.2.2. PDB Faaliyet Raporu-2021-Akademik.pdf](#)

[B.4.2.3. ÖGEM Seminerleri - Örnek.png](#)

[B.4.2.4. UZEM Seminerleri.pdf](#)

[B.4.2.5. Uzaktan Eğitim Sıkça Sorulan Sorular.pdf](#)

[B.4.2.6. KDDB Seminerleri Listesi-Mart 2022.PNG](#)

Incentives and Rewards for Educational Activities

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

[B.4.3.1. Parlar Vakfı 2021 Yılı Ödül Listesi.pdf](#)

[B.4.3.2. ODTÜ Geliştirme Vakfı Yayın Ödülleri.pdf](#)

C. RESEARCH AND DEVELOPMENT

1. Management of Research Processes and Research Resources

C.1.1. Management of Research Processes

The research activities at our university are coordinated by the Vice President responsible for research (Document C.1.1.1). The Vice President responsible for research activities is also responsible for coordinating the operations of the Scientific Research Projects Coordination Center, the Office of Revolving Funds, the Office of Research Coordination, Teknokent, and the Technology Transfer Office. The Office of Research Coordination, playing a key role in this organization, determines the research strategies and their implementations, in addition to handling the coordination of the research centers and research activities (Document C.1.1.2). It can be seen in detail in the organization chart showing the research units and their relations (Document C.1.1.3).

The primary objective of the METU Office of Research Coordination is to provide facilitating support to the academic staff in the process of writing and conducting projects with which they can receive funding so that the number of applications to national and international funding programs including TÜBİTAK and European Union can increase, as well as the number of projects that are found eligible for funding and the number of successfully completed projects.

The prioritized research areas of METU, as specified in the Strategic Plan 2018-2022, are **Energy, Aerospace, Electronics-MEMS, and Biomedicine** (Document C.1.1.4). As a result of the evaluations regarding the Strategic Plan 2023-2027, it was decided that the same fields would remain prioritized, but the preparations still continue. While determining the prioritized fields of study, the compliance of our university and the national development goals were taken into consideration. Conducting research on either regionally or globally great and challenging problems with a multidisciplinary, interdisciplinary, and collaborative approach is a priority for Turkey. Another priority is to increase the research efforts that examine these problems with their social, political, economic, psychological, and technological aspects, and come up with solutions. For this reason, the current national and international cooperations in R&D and innovation projects must be improved and further expanded (Document C.1.1.5).

METU conducts research and development activities in a wide variety of fields with its many research centers. Lastly, with the foundation of the Robotics and Artificial Intelligence Technologies Application and Research Center (ROMER) in 2021, the number of Centers reached 31 (Document C.1.1.6). Two of these centers were found to be qualified within Law No. 6550 on Supporting Research Infrastructures.

Activities of these 31 centers were recorded in the Activities of Research and Application Centers field of the system established by YÖK (YÖKSİS) every six months. As of 2021, the

data of 60 laboratories were recorded in the Industry LABS Portal, established by the Ministry of Science, Industry and Technology and constituting the basis of the University Monitoring and Assessment Report of YÖK (Document C.1.1.6).

The Scientific Research Projects Coordination Center is another essential unit at our university that manages the budget and personnel affairs of all the research and development projects run by our university (Document C.1.1.7). Moreover, this unit also coordinates the activities related to the scientific research projects that are funded within the research budget of the university. The unit provides support for the scientific research projects to carry out effective activities in the research centers of our university and to increase the research capacity and quality. In addition, it also guides research centers to benefit from the funding of the Department of Strategy and Budget of the Republic of Turkey. Scientific research projects are monitored via the Scientific Research Projects Process Management System (BAPSIS) (Document C.1.1.8).

The systematic endeavors to provide information continued in 2021 so that METU can benefit most effectively from the opportunities of TÜBİTAK, Horizon Europe, and Horizon 2020, which is the research and development support program of the EU. By providing general briefings, group briefings, or individual briefings, it was ensured that researchers were informed and supported regarding the processes (Document C.1.1.9, Document C.1.1.10).

Horizon 2020 program, which was in effect between 2014 and 2020, is replaced by its successor program, Horizon Europe, which will be in effect from 2021 until 2027. The strategical endeavors at our university for the Horizon Europe program started in 2020 and still continue as of 2022. In order to measure the awareness of METU about the EU Framework Programs, an online EU Framework Programs Awareness Survey was conducted with the researchers. The survey shed light on various topics such as the approach of researchers towards the EU Framework Program projects, their previous relations with these projects, their intentions to participate in the program in the future, and the obstacles they may come across if they want to participate, and the suggestions on how to overcome these obstacles. Besides the survey, METU Horizon Europe Commission was formed. The Office of Research Coordination was assigned for the coordination and reporting of this commission. In the first meeting, a comparison of METU's performance in the Horizon 2020 Program and the 7th Framework Program was presented. The commission has so far held three online meetings, one of which was a get-to-know meeting, and the other two were working meetings. A meeting

report was prepared after each meeting. The Horizon Europe Roadmap of METU will be a solid output of the commission and the survey (Document C.1.1.11, Document C.1.1.12).

Research projects are evaluated and selected by prioritizing the objectives determined within the Five-Year Development Plan, the university science policy determined by the University Administrative Board, and the national science policy. It is essential that the research projects contribute to universal and national science as well as the technological, economic, social, and cultural development of the country (Document C.1.1.12).

As a Research University, METU regularly engages in activities that serve the purpose of increasing its international visibility. As one of the steps taken for this purpose, METU became the first university in Turkey to receive the Human Resources Excellence in Research Certificate (HR Logo), which is given by the European Commission to the institutions focused on being a "Researcher-Friendly University." In this context, METU will undergo a mid-term evaluation in 2022 and will provide equal and facilitating opportunities to researchers by ensuring the implementation of the Action Plan submitted at the application stage. Throughout the year 2021, various activities were carried out in line with the HR Logo Action Plan. For example, promotional presentations of national and international scholarships and funding opportunities for graduate students serve this purpose (Document C.1.1.6).

As of January 1, 2022, the European Commission required institutions applying to the calls of the Horizon Europe Framework Program to have a Gender Equality Plan (TCEP). As a result of this change, having a TCEP approved by the University Senate became a prerequisite to being a part of the Horizon Europe program. Following the declaration of interest announced as part of the METU TCEP process initiated by the Office of Research Coordination, the METU TCEP working group was formed in September 2021, under the chairmanship of the Advisor to the President, with the participation of researchers from different faculties and with different academic titles. Within these efforts, weekly meetings were held for three months. A situation analysis was conducted based on the data collected from various units of our university (Office of Research Coordination, Scientific Research Projects Coordination Center, Computer Center, Corporate Communications Office, Registrar's Office, Directorate of Personnel Affairs, Office of Health, Culture and Sports, International Cooperations Office, Deans' Offices, Graduate Schools, Teknokent, and Technology Transfer Office) in the five thematic areas determined by the European Commission, and weaknesses and strengths were discussed in each area. As a result of this analysis, an action plan for the period from 2022 to

2026, and it was approved by the university senate as of December 29, 2021 (Document C.1.1.6, Document C.1.1.13). In addition, the AdımODTÜ Office organized the AdımODTÜ Undergraduate Research Day to provide information about the undergraduate research opportunities at METU, with the participation of undergraduate researchers who carried out their projects and made poster presentations in 2021 (Document C.1.1.14).

C.1.2. Internal and External Resources

The main goal of our university is to constantly keep its research infrastructures up-to-date, make them available to use by all the stakeholders of the university, ensure that they are benefited from industry collaborations effectively, and keep it open to public access. The Office of Sponsored Projects keeps track of the national and international funding institutions and shares all the information regarding programs and calls with the researchers systematically. Additionally, info days and events are organized from time to time on different topics with the purpose of increasing the number of project applications, the number of accepted projects, and project budgets, as well as improving the quality and diversity of the projects and finally expanding the widespread impact of the projects. Project application and acceptance statistics are published periodically, and it is aimed to increase the number of research performance indicators in the entire university, especially by focusing on fields and units with decreasing number of applications and acceptance rates. For this reason, various informative activities are organized, such as info days, workshops, promotional events, individual meetings, etc. (Document C.1.2.1).

Scientific studies of our researchers are supported by Scientific Research Projects in order to contribute to the preparation of externally supported projects. All the coordination of this type of projects, which are designed as an initial step, is carried out by the Scientific Research Projects Coordination Center. The budget to financially support these projects are distributed to faculties and graduate schools, taking into account the previous year's publications, the number of faculty members and graduate students, as well as the activity reports of the centers. The use of this budget is carried out by the faculties and graduate schools within the principles determined by the Commission of the Scientific Research Projects (BAP) Coordination Center. The coordination of projects funded (or to be funded in the future) under BAP-1 Research Projects is carried out by the joint efforts of the Scientific Research Projects Coordination

Center (BAP) and the Project Development Office (PGO). For instance, projects within the Advanced Research Platform for Renewable Energy, Ecosystems and Sustainability (YESAP) are funded by the internal capital of METU. In this context, project applications are sent to the Project Development Office, and the same application process as the Scientific Research Projects is followed. Funding and implementation of the project start with the decisions of the Commission of the Scientific Research Projects Coordination Center (Document C.1.2.2., Document C.1.2.3, Document C.1.2.4).

For externally funded projects, Teknokent Project Management and Consultancy Office (TPYDO) supports the academics who want to participate in international projects, particularly the EU Framework Programs, to construct their project ideas and proposals. The office conducts a detailed process to search for partners they can work together, ensure that they become partners in projects, prepare the project proposal documents once they become the project coordinators, and communicate with the European Commission. It also offers one-on-one consultancy services while following the financial and administrative processes and reports, as well as preparing and presenting the information and the documents requested by the relevant institutions in line with the legislation. This way, it aims to take some of the workload off the researcher. Application and administrative processes of international R&D projects (such as Newton Kâtip Çelebi Fund, ERC, and MSCA programs) are managed by the Office of Research Coordination, the Office of Sponsored Projects, and BAP (Document C.1.2.5).

Researchers are encouraged to participate in EU project consortium meetings with fiduciary account support, which is used to facilitate and encourage external funding (Document C.1.2.6).

The Social Sciences and Humanities Unit, formed in 2016 under the Office of Sponsored Projects (PDO), provides information on national and international calls, events, and project markets to relevant researchers, and supports them in the project application, implementation, and monitoring processes. Thanks to the efforts of the PDO Social Team, in 2021, a project titled EQUALS-EU, in partnership with the Office of Research Coordination, was found eligible for funding within Horizon 2020 (Document C.1.2.7).

Physical and Technical Infrastructure

At our university, there are 31 research and application centers and 220 research laboratories within the departments. Additionally, in order to provide researchers with easy access to information, research and information resources are kept up-to-date by constantly improving the number of publications and catalogs in the library (Document C.1.2.8), and the information technologies infrastructure containing lots of software licenses (Document C.1.2.9).

- **Laboratories**

Middle East Technical University provides many opportunities to its students to reinforce their theoretical knowledge that they acquired throughout their university education life in practice. Such practical information that students will need after university is supported by the laboratory facilities at our university (Document C.1.2.10).

- **Central Laboratory**

METU Central Library is a scientific research, training, and measurement center with modern test and analysis devices for researchers of our university, as well as the public institutions and the industry. It is planned to be structured and documented so that research and measurements are in accordance with national and international criteria. By working in collaboration with Teknokent and the overall university structure, the Central Laboratory aims to increase the national and international project implementation potential of our university, meet the test and measurement demands of private and public institutions in the research, product development, and production stages, and finally help and pioneer both our university and other universities in scientific research.

The Central Laboratory, structured to operate as a center affiliated to the Rectorate, is open to the use of other researchers outside of METU. Moreover, the laboratory holds ISO/IEC 17025 Laboratory Accreditation (Document C.1.2.11, Document C.1.2.12).

- **Research and Application Centers**

In the process of establishing a research and application center, YÖK criteria on the relevant field are taken as the basis. The application document, which is prepared according to the YÖK criteria, is submitted to the university senate as a result of the evaluation of the Centers Coordinator. After the Senate approval, the necessary documents are sent to YÖK. Following the approval of YÖK, the Regulation is sent to the Presidency of the Republic of Turkey for

official publication. General information and directives about the Application and Research Centers are shared on the relevant web pages and are updated regularly (Document C.1.2.13).

- **Library**

METU Library is one of the most significant resources for researchers. It provides technical resources to the research fields at METU with its researcher guides, catalog system, and e-resource collections (Document C.1.2.8).

Research Resources

- **National Research Funds**

Financial support for the research projects at METU is provided through national funds (bilateral and multiple research funds by the Support Program for Scientific and Technological Research Projects [TÜBİTAK ARDEB], TÜBİTAK Directorate of Science Fellowships and Grant Programs [BİDEB], and TÜBİTAK) and the support of the Department of Strategy and Budget of the Republic of Turkey (Document C.1.2.7). The researchers are well aware and informed about particularly the TÜBİTAK programs, and a critical mass has been reached in this regard. The effectiveness of this critical mass can continue with a regular flow of information. In 2021, the Department of Strategy and Budget provided 31,241,000 TL worth of funding for 13 ongoing projects.

With the foundation of the Robotics and Artificial Intelligence Technologies Application and Research Center (ROMER) in 2021, the number of Centers reached 31. Two of these centers were found to be qualified within Law No. 6550 on Supporting Research Infrastructures.

Activities of these 31 centers were recorded in the Activities of Research and Application Centers field of the system established by YÖK (YÖKSİS) every six months. As of 2021, the data of 60 laboratories were recorded in the Industry LABS Portal, established by the Ministry of Science, Industry and Technology and constituting the basis of the University Monitoring and Assessment Report of YÖK.

All the application and research centers at our university are gathered under the Office of Research Coordination - Other Centers for the Movable Registration and Management operations on the Public Expenditure and Accounting Information System, which runs under the General Directorate of Accounting. Although there are separate staff members in the

centers authorized for movable registrations and warehouse management, the end-of-the-year procedures must be carried out by the Research Coordinator, who is the spending authority of all centers, together with a movable registration officer. The audit documents must be signed by them together and archived. A task-sharing model was created to ensure regular communication and coordination with the Accounting Office of the Directorate of Strategy Development, to raise awareness about the year-end processes of the Movable Registration and Management System, to establish an institutional standard for these year-end processes, and to share the responsibility of these transactions equally among the personnel authorized for movable registrations by developing the habit of collaborative work between centers and thus reducing errors. The steps of the movable registration procedures to be followed by the centers throughout the year are explained and regularly updated on the web page of the Office of Research Coordination (Document C.1.2.17).

- **International Research Funds**

Among the main international research funds, the following can be listed: European Union Framework Programs, Erasmus+ Program, and Katip Çelebi-Newton Fund (Document C.1.2.7). However, realizing that EU funding mechanisms should be considered as a whole, our university has focused on being effective on all fronts as much as possible.

1. It should be noted that the international research and development ecosystem is not just about Framework Programs. In this regard, encouraging the use of Union funds other than Horizon 2020 has been a part of the METU Research Ecosystem strategy.
2. Focusing on horizontal actions that increase the number of projects and their budgets have also been a part of the METU Research Ecosystem strategy. The fact that METU was entitled to receive the **Human Resources Excellence in Research Certificate** (HR Logo), which is given by the European Commission to the institutions focused on being a “Researcher-Friendly University,” in 2020 and that it keeps this title as of 2021 can be cited as an example of these horizontal actions.

Based on the official data published by the European Commission on September 20, 2021, METU was the most successful Turkish research institution within the 7th Framework Program and the second most successful within the Horizon 2020 Program according to the amount of funds received. In 2021, 11 projects funded within Horizon 2020 and 12 other internationally funded (Newton Fund, Qatar National Research Foundation, Global Challenge Research Fund,

International Union for Conservation of Nature, NATO, etc.) projects started, with a total budget of 54,9 million euro and a METU share of 4,4 million euro.

There were six applications (two MSCA-PF and four MSCA-DN, one of which as the coordinator) to the Horizon Europe Program Marie Skłodowska Curie calls for research grants, which are currently in the evaluation process. Within the 2021 calls for "MSCA Co-Circulation TÜBİTAK BİDEB 2236 Co-Funded Brain Circulation Scheme," 10 project applications were submitted with nine advisors from seven different units of our university. Moreover, eight BİDEB 226 projects started in 2021, and two TÜBİTAK BİDEB 2236 scholarship holder transferred their projects to METU.

In 2021, our university conducted specialized studies on the European Research Council (ERC) component of the Horizon Europe Program. As a result of many one-on-one interviews with the relevant academics, a total of nine ERC applications were made in 2021, four of which at the ERC-Starting level (as a partner in one of them), three at the ERC-Consolidator, one ERC-Advanced, and one ERC-Proof of Concept levels. Evaluation processes of ERC-Starting and ERC-Advanced calls ended, and one of our applications at the ERC-Starting level has been placed on the waiting list. Evaluation processes of our applications at the ERC-Consolidator and ERC-Proof of Concept levels still continue.

In 2021, too, one-on-one support was provided to the projects in the preparation phase. All the facilities of METU were utilized while designing the projects, and the budgets of the projects were monitored. Thus, our university has a total of 11 Horizon 2020 projects that started and/or found eligible for funding in 2021. One of these projects is ARSINOE, which was one of the 10 applications submitted by our university for the Horizon 2020 Green Deal Call and included the Graduate School of Marine Sciences as one of the partners.

The Social Sciences and Humanities Unit, which was formed in 2016 under the Office of Sponsored Projects (PDO), provides information on national and international calls, events, and project markets to our researchers, and supports them in the project application, implementation, and monitoring processes. Thanks to the efforts of the PDO Social Team, in 2021, a project titled EQUALS-EU, in partnership with the Office of Research Coordination, was found eligible for funding within Horizon 2020.

Thus, the number of our projects within Horizon 2020 reached 53, the number of ERC projects reached four (one of which is ERC PoC), the number of coordinatorship positions we hold

reached six, and the budget of METU reached more than 17 million euro. Taking all these achievements into consideration, based on the official data published by the European Commission on September 20, 2021, METU was the most successful Turkish research institution within the 7th Framework Program and the second most successful within the Horizon 2020 Program according to the amount of funds received. Moreover, as of the end of 2021, 41 applications were made to Horizon Europe and Erasmus 2027, and one project has been accepted. Most applications are still in the evaluation process.

Strategical studies were carried out for the Horizon Europe program, a continuation of the Horizon 2020 program, which was in effect between 2014 and 2020, to be in effect from 2021 to 2027. For this reason, METU Horizon Europe Commission was formed on January 21, 2021, and the commission has held five meetings since then. The purpose of the commission is to determine the steps to take in order to increase the performance of METU in the Horizon Europe program compared to Horizon 2020. Moreover, to measure the awareness of METU about the EU Framework Programs, an online EU Framework Programs Awareness Survey was conducted with the researchers. The survey shed light on various topics such as the approach of researchers towards the EU Framework Program projects, their previous relations with these projects, their intentions to participate in the program in the future, the obstacles they may come across if they want to participate, and the suggestions on how to overcome these obstacles. Based on these studies, a report is prepared.

In 2021, more projects were encouraged in order to contribute to bringing our university to a more advantageous and visible position and to increase the diversity of received EU fundings other than Horizon 2020. For this purpose, an online info day was organized by the joint efforts of METU and the Directorate for EU Affairs under the title “EU Funds and Project Opportunities for Universities in the 2021-2027 Period.”

Within the “**Competitive Sectors Program,**” which was implemented by the Ministry of Science, Industry and Technology as part of the Instrument for Pre-Accession Assistance (IPA), METU Digital Innovation Center was funded with a budget of approximately 13 million euro. Bidding processes for ECITE projects, which are based on contributing to economic development with innovative technologies by targeting DIC and Gaming, wearable technologies, and filming sectors, continue.

The infrastructure to be created and the activities to be carried out within these projects will provide significant benefits to the research capacity of our university in the fields of digital

transformation and creative industries, and the competitive positioning of our country. Finally, the opinions of all stakeholders were received while working on the resources to be allocated to our country in the IPA III phase covering the years 2021-2027, which is one of the most important financial support systems of the cooperation between the European Union and our country. Five action slip documents and 13 project proposals were submitted to the Council of Higher Education by compiling the suggestions and opinions of METU researchers.

Other Funds

As known, the METU Office of Research Coordination is a unit that supports METU researchers in writing and conducting R&D projects, comes up with horizontal actions that will increase the institutional performance (e.g., Horizon Europe Commission, HR Logo, TCEP) and conducts the necessary activities in this regard. However, it is also a unit that attributes great care to writing and managing projects that institutional gains to METU by coming together with various other units of the university. An example of such initiatives is the "UNITED" project, with which an application was submitted in 2021 as a consortium partner to the "HEI Initiative: Innovation Capacity Building for Higher Education" call of the EIT-HEI-2021 (European Institute of Innovation and Technology - Higher Education Institutions) component within the Horizon Europe program but did not receive funding. Also, in 2021, under the coordination of the Office of Research Coordination and with a consortium of eight partners, an application was submitted with the project "ACT TOGETHER" for the call of HORIZON-MSCA-2022-CITIZENS-01 (European Researchers' Night 2022-2023). The results of the call are expected to be announced in 2022. Lastly, in 2020, under the coordination of the METU Office of Research Coordination and with the contributions of faculty members from many different departments of our university, an application was submitted to the H2020-MSCA-COFUND-2020 call. The evaluation results were declared in 2021. The project proposal, shortly-titled INTERCHANGE, did not receive funding with a score of 83.6 points. In 2021, our university started working on strengthening the project proposal it already had in order to make another application with it under the title of ENRICH-TOGETHER for the HORIZON-MSCA-COFUND-2021 (Cofund Postdoctoral Program) Call, whose deadline for application submissions was February 10, 2022. Within these efforts, two experts representing METU participated in the "Project Writing Camp in the field of MSCA COFUND" event held by TÜBİTAK in Istanbul on December 6-7, 2021.

Joint Programs

The Office of Research Coordination has been running two researcher training programs since 2012: the Cooperation Development Program for Centers (**MİGEP**), and the Researcher Training Program for Defense Industry (**SAYP**). Within the MİGEP program that has been run with the funding of the Department of Strategy and Budget, there was one student continuing their graduate study by using the infrastructures of the research centers as of the end of 2021. The amount of funding allocated for MİGEP for the year 2021 was 10,000 TL. This budget was transferred to the next year because it was not used in 2021.

SAYP is a researcher training program initiated by our university in order to restructure graduate theses in universities to become guided projects in line with the medium-term and long-term research and development strategies of the companies operating in the defense industry and other prioritized areas specified by the Presidency of Defense Industries. As of the end of 2021, the number of projects being carried out within this program in collaboration with ASELSAN, TUSAŞ, ROKETSAN, HAVELSAN, FNSS, Nuro1, and MilSOFT is four. Including the ongoing projects, the total budget of all the projects in the SAYP program has reached approximately 9.5 million TL so far.

After being conducted by METU with the financial support of the State Planning Organization (DPT) until 2010, the **Teaching Staff Training Program (ÖYP)** was taken over by the Council of Higher Education (YÖK) as of 2010. The ÖYP unit is responsible for the operations of the program at METU. While the assignment procedures of ÖYP candidates are carried out by the relevant offices/directorates, the ÖYP unit handles their coordination. Information and tables summarizing the figures related to ÖYP in 2021 are given below. As it can be seen in the table of statistics, the number of students completing the Teaching Staff Training Program is 686. As of January 2021, there are 113 ÖYP students at our university. The rate of students leaving the program by resigning is approximately 12%, while the rate of students dismissed from the program due to academic failure is approximately 14%. All in all, the success rate of ÖYP is approximately 74%.

ÖYP-Ministry of Development Budget: In 2021, the Teaching Staff Training Program was funded with a budget of 10,000 TL. The year 2021 had already started with a ready-to-use budget of 5,095,184 TL left from the previous year. This budget was not used in 2021, and there are no requests as of 2022 from the previous year.

ÖYK-YÖK Budget: 500,000 TL of the total budget which has been given to our university by YÖK to use on the ÖYP program since 2012 was allocated to be used in 2021. In 2021, 102,244 TL of this budget was used, of which 41,212 TL was spent on consumables, 4,974 TL on services, 54,760 TL on equipment, and 1,298 TL on travel. Activities related to project budgets are managed and annually inspected by the Scientific Research Projects Coordination Center (Document C.1.2.14).

In addition, budgets allocated to research and development are regularly checked and worked on for strategic plan purposes. METU Strategic Plan 2018-2022 continues to be implemented in compliance with the 10 objectives determined in the field of research and development (Document C.1.2.15). The cost of the activities planned to be carried out in line with the internal and external budgets are worked on and planned both on the basis of units and to cover the entire strategic plan period (Document C.1.2.16).

C.1.3. Doctoral Programs and Postdoctoral Opportunities

The graduate programs, the number of students enrolled in these programs, and the number of alumni of these programs at our university are monitored and inspected by various systems and units (Document C.1.3.1, Document C.1.3.2).

The Postdoctoral Research Program (DOSAP) has been carried out since 2004 for researchers who are appointed as faculty members at a university in Turkey or abroad, or work in a public/private institution other than a university after completing their doctoral studies, to conduct research together with a faculty member at METU for a temporary period. The aim of the program is to encourage young researchers to conduct joint research with faculty members specialized in their fields and also to increase scientific interaction between institutions. In addition, for the postdoctoral researchers who do not meet the criteria to participate in the DOSAP program but still take part in research projects conducted at METU or carry out postdoctoral research with a METU faculty member within a scholarship program can be included in the DSA program. Since 2004, approximately 450 researchers have had the opportunity to conduct research at our university as part of these programs. As a result of these research efforts, many articles were published, and oral presentations were delivered at national and international conferences (Document C.1.3.3).

The number of researchers who participated in the DOSAP or DSA programs in 2021 is 52. 21 of them were participants of DOSAP, while the other 31 took part in the DSA program. Within

the year 2021, 12 researchers started their studies within DOSAP, and 23 researchers started theirs within the DSA program. The number of researchers who completed their studies in 2021 is 6 for DOSAP and 3 for DSA.

Management of Research Processes

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

- [C.1.1.1. Arařtırma Organizasyon Őeması.jpeg](#)
- [C.1.1.2. Arařtırmalar Koordinatörlüğü Web Sayfası.pdf](#)
- [C.1.1.3. ODTÜ’de Arařtırma Yönetimi.pdf](#)
- [C.1.1.4. ODTÜ Stratejik Planı 2018-2022 Syf. 64-71.pdf](#)
- [C.1.1.5. ODTU Arařtırma ve Geliřtirme Politikası.pdf](#)
- [C.1.1.6. Arařtırmalar Koordinatörlüğü 2021 Yılı Faaliyet Raporu.pdf](#)
- [C.1.1.7. bap.metu.edu.tr.pdf](#)
- [C.1.1.8. bapsis.metu.edu.tr.pdf](#)
- [C.1.1.9. Arařtırma Bilgi Günleri.pdf](#)
- [C.1.1.10. Arařtırma Bilgi Günü Seminer Planı.pdf](#)
- [C.1.1.11. Ufuk Avrupa Komisyonu Toplantı Daveti.pdf](#)
- [C.1.1.12. Ufuk Avrupa Komisyonu Toplantı Planı.pdf](#)
- [C.1.1.13. TCEP Duyurusu.jpeg](#)
- [C.1.1.14. AdımODTÜ Lisans Arařtırmaları Günü.jpeg](#)

Internal and External Resources

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

- [C.1.2.1. PDO Proje Destek Süreçleri .jpeg](#)
- [C.1.2.2. BAP Proje Süreçleri.pdf](#)
- [C.1.2.3. BAP Yönergesi.pdf](#)
- [C.1.2.4. bapsis.metu.edu.tr.pdf](#)
- [C.1.2.5. Teknokent Proje Yönetim ve Danıřmanlık Ofisi.jpeg](#)
- [C.1.2.6. ODTÜ Emanet Hesap Fonu İş Akıřı.pdf](#)
- [C.1.2.7. Arařtırmalar Koordinatörlüğü 2021 Yılı Faaliyet Raporu.pdf](#)
- [C.1.2.8. Sayılarla ODTÜ Kütüphanesi.pdf](#)
- [C.1.2.9. BIDB Lisanslı Yazılımlar.pdf](#)
- [C.1.2.10. ODTÜ Laboratuvarları.pdf](#)
- [C.1.2.11. Merkez Laboratuvarı.pdf](#)
- [C.1.2.12. Merkez Laboratuvarı ISO IEC 17025 Akreditasyonu.pdf](#)

[C.1.2.13. Rektörlüğe bağlı araştırma merkezleri.pdf](#)
[C.1.2.14. BAP 2021 Yılı Faaliyet Raporu.pdf](#)
[C.1.2.15. ODTÜ SP 2018-2022 Araştırma ve Geliştirme Amaç ve Hedefleri.jpeg](#)
[C.1.2.16. ODTÜ SP 2018-2022 Maliyetlendirme.pdf](#)
[C.1.2.17. Merkezlerde Yıl Boyunca Yapılması Gereken Taşınır Kayıt İşlemleri.pdf](#)
[Other doc. C.1.2.18. BAP Uygulama Esasları ve Araştırmacı Bilgilendirme Klavuzu.pdf](#)
[Other doc. C.1.2.19. BAP Projeleri Mevzuatlar.pdf](#)
[Other doc. C.1.2.20. YÖKAK 2021 Yılı Üniversite İzleme ve Değerlendirme Raporu Araştırma Bütçesi Oranları.jpeg](#)
[Other doc. C.1.2.21. Araştırma Bütçesi Harcamalar Tablosu-2021 İdare Faaliyet Raporu.jpeg](#)
[Other doc. C.1.2.22. Kurumsal Mali Durum ve Beklentiler Raporu Sayfa 28.pdf](#)

Doctoral Programs and Postdoctoral Opportunities

Maturity Level: The outcomes of the doctoral programs and postdoctoral study opportunities in the institution are monitored and improved.

Documents:

[C.1.3.1. İlk Bakışta ODTÜ Verileri.pdf](#)
[C.1.3.2. Akademik faaliyet raporu lisansüstü öğrenci sayıları değerlendirme.pdf](#)
[C.1.3.3. Araştırmalar Koordinatörlüğü 2021 Yılı Faaliyet Raporu.pdf](#)
[Other doc. C.1.3.4. YUDAB Usul ve Esasları.pdf](#)
[Other doc. C.1.3.5. DOSAP-DSA Mevzuatları.pdf](#)
[Other doc. C.1.3.6. DOSAP Kapsamında Olmayan Araştırmacılar için Uygulama Yönergesi.pdf](#)

2. Research Competence, Cooperations, and Funds

C.2.1. Research Competence and Development

At our university, the development of researchers and increasing their research competence are tied to systematic and sustainable cycles. For these purposes, an approximately 55-hour-long Academic Development Program (AGEP) (Document C.2.1.1) was designed in order to provide new faculty members with information about the education, research, community service, and administrative systems of our university. Three modules were added to the program, particularly to increase the quality of research. In these modules, training was provided on various subjects such as national and international research resources, research infrastructures and management at our university, project writing, application, evaluation, and implementation processes, university-industry collaborations, and intellectual and industrial

rights. It has been observed that at the end of each year, a significant increase has been achieved in the number of national and international projects and budgets of the faculty members who participated in AGEP. Therefore, it is planned to further standardize and expand this cycle in the future, and it is even aimed to design and implement a similar program for the experienced faculty members in the upcoming semesters.

Academic Development Program (AGEP) is designed to facilitate the adaptation of faculty members and lecturers who recently started working at our university and are at the beginning of their academic careers and to increase the effectiveness of their activities in the fields of education, research, and social contribution. The program includes the academic personnel that started working at our university within the last three years as an assistant professor or lecturer. Academic personnel who participated and completed the Academic Development Program are provided with a certain budget to fund their academic studies and the opportunity to benefit from various services that will contribute to their academic development. In order to complete the Academic Development Program, participants are expected to attend at least 80% of the approximately 50-hour-long AGEP modules and make a final presentation on education, research, or social contribution within the content of the program. AGEP consists of ten basic modules. The program includes practices such as Mentoring and Peer Class Observation, which aim to help the newly joined academic personnel to get to know about the METU culture and the opportunities offered by the university, establish a professional network, and develop a sense of belonging to the institution. The 9th AGEP process started on December 24, 2021, and there is 53 academic personnel who still continue the program. The seminars are planned to continue until May 13, 2022 (Document C.2.1.2).

The Office of Research Coordination continued to organize information activities regarding research processes in 2021 with the help of the affiliated units. Details of these informative activities can be seen in Document C.2.1.3.

In 2021, two calls were made for the TÜBİTAK ARDEB 1001 Program, and 108 applications were submitted under the coordination of our university. 33 of these applications were accepted (including projects that were submitted in the same period and were found eligible to apply again without waiting for the next term), and a success rate of 30.5% was achieved. In addition, eight projects were accepted within the 1001 special call, 5 of which were specific to the Mucilage Research call, and the other three were for the Earthquake Research Call.

As part of the efforts of YÖK to match the research universities (and candidate research universities) with the priority sectors determined in the 11th Development Plan, METU Priority Sectors Advisory Board, Executive Board, and working groups were formed consisting of the administrators of the relevant units and researchers in various fields at our university. These components played a very active role in determining the subject of the application of METU as the Research Program Manager Institution (APYÖK) with the opening of the second call for the TÜBİTAK ARDEB 1004 Center of Excellence Support Program. The three working groups, which consisted of researchers working in each priority sector that METU was matched with, determined the 1004 themes from their own sectors that they would like to present as APYÖK and made presentations to the advisory board and the executive board. As a result of the evaluations and scores given by the advisory board members, the project idea proposal of the Electronics Working Group took first place among three, and thus the first steps were taken for the application of METU as the Research Program Manager Institution. Efforts to submit a project for the TÜBİTAK ARDEB 1004 call, whose deadline is February 14, 2022, continue in close contact of the Office of Research Coordination with the relevant researchers.

Within the BİDEB 2244 Industry Doctorate Program, initiated by TÜBİTAK BİDEB to train qualified human resources with a doctoral degree that is needed particularly in priority areas in the industry with university-industry cooperations, our university has partnered with four different industrial organizations in five projects. Thanks to these cooperations, 14 doctoral students are funded.

A total of 11 distinguished researchers, three of whom are of foreign nationalities, applied to TÜBİTAK to conduct their studies at our university within the 2021 call of the BİDEB 2232-A/B International Fellowship for Outstanding Researchers/Early-Stage Researchers Program. Compared to the previous periods, a decrease was observed in applications by almost half. The number of scholarship holders at our university in the previous semester was 17, including those who later transferred to our university from other universities.

The results of the 2020 call for the BİDEB 2247-A National Fellowship for Outstanding Researchers Program were announced, and two projects from our university were found eligible for funding. Applications for the 2021 call for BİDEB 2247-A/D National Fellowship for Outstanding/Early-Stage Researchers Program are still in the evaluation process. According to the results of the 2020 call for the BİDEB 2247-C Intern Researcher Scholarship (STAR) Program announced in 2021, among the 1,500 students nationwide whose applications were

accepted for the STAR program, 147 METU students were found eligible for funding to take part in projects. Undergraduate students in our country were funded to participate in 83 TÜBİTAK projects conducted/coordinated by METU (duplicate projects for these statistics cannot be sorted out). Our university was the most successful university within this call both because of the highest number of students receiving funding and the highest number of projects participated by other students. The application process still continues for the 2021 call of the BİDEB 2247-C Intern Researcher Scholarship (STAR) Program.

One-on-one interviews have been held with all the researchers who requested it, and they have been informed about the best call to apply for, finding international partners, and methods for creating and developing a research network. Our institutional membership to Vision 2020: The Crowdhelix Network (<https://network.crowdhelix.com>), one of the most active networks in Europe to support Horizon 2020 activities, renewed for the year 2021, and efforts were made to match our researchers with the calls specific to their fields (Document C.2.1.3).

METU supports research processes in line with its strategic goals and objectives with the help of many units within its body and the systems connected to these units. Our university provides various resources and services to make research processes efficient and increase the competence of the researchers (Document C.2.1.4, Document C.2.1.5).

C.2.2 National and International Joint Programs & Joint Research Units

METU conducts international joint programs with seven universities for master's degree and 12 universities for doctoral degree (Document C.2.2.1). Details of these programs are given below.

Research and Application Centers

There are 31 Research and Application Centers at our university. These centers operate for the joint works of our departments or to carry out research partnerships established outside the university (Document C.2.2.2).

Cooperation Development Program for Centers (MİGEP)

MİGEP is a Researcher Training Program created to increase the number of graduate students and the number of theses in priority areas determined by industry-university partnerships. The program, which encourages the efficient use of the infrastructure of research centers, is funded

by the Department of Strategy and Budget. Within the MİGEP program, there was one student continuing their graduate study by using the infrastructures of the research centers as of the end of 2021 (Document C.2.2.3).

Researcher Training Program for Defense Industry (SAYP)

Researcher Training Program for Defense Industry (SAYP) was first developed by METU. SAYP is a researcher training program initiated by our university to restructure graduate theses being currently worked on in universities to become guided projects in line with the medium-term and long-term research and development strategies of the companies operating in the defense industry and other prioritized areas specified by the Presidency of Defense Industries. As of the end of 2021, the number of projects being carried out within this program in collaboration with ASELSAN, TUSAŞ, ROKETSAN, HAVELSAN, FNSS, Nurol, and MilSOFT is four (Document C.2.2.3, Document C.2.2.4).

Postdoctoral Research Program (DOSAP)

The DOSAP process begins when a METU faculty member who wants to conduct joint research with a young researcher fills out the DOSAP Business Plan and submits their request to the DOSAP unit of the Office of Project Management (PYO). By sending the business plan to the researcher's university, they are requested to assign the researcher in accordance with the Council of Higher Education Law No. 39. The program officially starts once the assignment process is completed. All the procedures regarding the researchers at our university are carried out by this during the program (Document C.2.2.5).

Teaching Staff Training Program (ÖYP)

The ÖYP unit of the Office of Project Management provides support for determining ÖYP quotas, determining and announcing the details of the processes required for students' registration to our university, and meeting the physical needs of students (dormitories, vehicle stickers, etc.). The office is also responsible for collecting and sending the activity reports showing the academic status of the students to the relevant universities, requesting the transfer of resources from YÖK for the students, preparing and inspecting reports on the data of the students, and organizing ÖYP seminars (Document C.2.2.6).

Technology Transfer Office (TTO)

Technology Transfer Office (TTO) is focused on carrying out activities to present the outputs obtained from the research and development efforts at our university to the service of society. Conducting university-industry cooperation activities, management, and commercialization of intellectual property rights arising from the research of METU faculty members, making them available to the society and creating resources for new research are among the main efforts of TTO (Document C.2.2.7).

METU Teknokent

At the end of 2021, the number of companies conducting R&D studies within the body of METU Teknokent was 480. 85 new companies applied to METU Teknokent in 2021. Out of 37 companies evaluated by referees, a total of 34 companies were accepted, one of which was a conditional acceptance.

Cooperations of METU Teknokent with METU – 2021

Period	Number of Departments and Research Centers in Cooperation	Number of Faculty Members in Cooperation	Number of Initiated Projects	Number of Signed Agreements
2020	25 Departments and 5 Research Centers	106	118	147
2002-2020	41 Departments and 14 Research Centers	865	1785	2862

With the active participation of the Digital Innovation Platform, B2B events have been held within METU Teknokent Information Communication Technologies Cluster (T.ICT), which has been organizing events actively since 2015 to promote its companies and clusters nationally and internationally, while also contributing to the national economy on a large scale. While the activities in the automotive sector continue in cooperation with Tofaş, Renault, and Ford Otosan, more companies have been added to the network, such as TOGG, Assan Hanil, Farplas, Erkut Holding, and Fev, and lots of webinars and B2B events have been organized with their participation.

As part of the Bridge.Up program, which is carried out to provide METU Teknokent companies with in-depth knowledge about different markets, informative webinars have been held on the Canadian and Finnish markets with the participation of relevant institutions and the commercial attaches of these countries. Moreover, an international online B2B event was organized with the SCG company in cooperation with the Thai Embassy, enabling companies to evaluate their potential to enter the Thai market. Within the Tune.Up training program, which started online due to the pandemic, 12 different pieces of training have been organized, and nearly 400 company personnel have taken part in these training programs delivered by different trainers on different subjects. Meetings continue to be organized with entrepreneurs and investors who want to contribute to the growth of their companies and accelerate the process of going global. With the inclusion of new funds in the network, meetings of potential companies with investment funds such as ScaleX, Türk Telekom Ventures, Ziraat Yatırım, Logos, and Deniz Ventures have been organized.

Detailed information regarding the activities of METU Teknokent in 2021 can be found in the documents (Document C.2.2.8).

Research Competence and Development

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

[C.2.1.1. agep.metu.edu.tr.pdf](#)

[C.2.1.2. PDB Faaliyet Raporu-2021-Akademik.pdf](#)

[C.2.1.3. Arařtırmalar Koordinatörlüğü 2021 Yılı Faaliyet Raporu.pdf](#)

[C.2.1.4. ODTÜ Arařtırmacı Kaynakları.pdf](#)

[C.2.1.5. KDDB Arařtırmacılara Yönelik Seminerler.pdf](#)

National and International Joint Programs & Joint Research Units

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

[C.2.2.1. Ortak Programlar Listesi.pdf](#)

[C.2.2.2. Arařtırma Merkezleri.pdf](#)

[C.2.2.3. Arařtırmalar Koordinatörlüğü 2021 Yılı Faaliyet Raporu.pdf](#)

[C.2.2.4. SAYP Programı.pdf](#)
[C.2.2.5. dosap.metu.edu.tr.pdf](#)
[C.2.2.6. OYP Süreçleri.pdf](#)
[C.2.2.7. tto.metu.edu.tr.pdf](#)
[C.2.2.8 Teknokent Faaliyet Raporu-2021.pdf](#)

3. Research Performance

C.3.1. Monitoring and Evaluating Research Performance

In order to monitor and evaluate the research processes at our university, there are several systems used effectively such as SKYBİS (Strategy Quality Management Information System), BAPSİS (Scientific Research Projects Process Management System), DAPSİS (Outsourced Project Process Management System), AVESİS (Academic Data Management System), and APSİS (Academic Performance Evaluation Process Management System). Research performance is regularly monitored and evaluated by the senior management, primarily in line with the goals and strategies included in the Strategic Plan. In addition, the research performance of our university is also inspected by the Office of Research Coordination and units operating under it. Some sample evaluations of these reports can be seen below (Document C.3.1.1, Document C.3.1.2).

General Information: In order to promote international R&D grant programs, an online "Horizon Europe Info Day" was organized by METU in cooperation with TÜBİTAK, reaching approximately more than a hundred researchers. Through the joint effort of METU and the Directorate for EU Affairs, another online info day titled "EU Funds and Project Opportunities for Universities in the 2021-2027 Period" was organized, and more than a hundred researchers participated. In addition to the institutional events, the events organized by other institutions were announced within the institution, too. This way, announcements have been made for a total of 15 events organized by various institutions such as the EU, TÜBİTAK, FCDO from the United Kingdom, and DAAD from Germany. Moreover, in order to encourage in-house cooperation, announcements have been made for a total of 17 events organized by units operating within METU (e.g., RÜZGEM's Virtual Coffee Hour) or organized as part of various projects in which METU is a stakeholder (e.g., EuroCC, BRIDGE-BS, SolarTwins). In these announcements, not only the event information but also R&D project calls of various institutions, particularly TÜBİTAK, have been included (e.g., ARDEB 1001, ARDEB 1004, BİDEB 2232-A/B, BİDEB 2236, BİDEB 2247-A/D, BİDEB 2247-C, TÜBİTAK-British

Council REL). Additionally, the achievements of METU researchers in these calls and others have also been shared.

Informing the Groups: Five online group studies were conducted with the METU Horizon Europe Commission, the details of which can be seen below. As part of the efforts of YÖK to match the research universities (and candidate research universities) with the priority sectors determined in the 11th Development Plan, and also as part of the TÜBİTAK ARDEB 1004 Center of Excellence Support Program call, lots of online group sessions were organized, the details of which can be seen below. During the preparations for the institutional application to be made by METU for the ARDEB 1004 call, a hybrid workshop was held with the participation of more than 50 researchers/representatives from various institutions based in Ankara and other cities. Three online presentations were made for the researchers of the Faculty of Arts and Sciences, in which Horizon Europe opportunities and the opportunities offered by the METU research ecosystem were explained. Lastly, a total of five presentations about national and international scholarship and funding opportunities for graduate students were made within the online courses "Bio-Entrepreneurship" and "Research Methods in Social Sciences" offered by the university.

Informing Individuals: Individual briefing meetings (project-specific interviews or roadmap meetings), the third and indispensable pillar of the systematic information activities, continue intensively.

As known, the METU Office of Research Coordination is a unit that supports METU researchers in writing and conducting R&D projects, comes up with horizontal actions that will increase the institutional performance (e.g., Horizon Europe Commission, HR Logo, TCEP) and conducts the necessary activities in this regard. However, it is also a unit that attributes great care to writing and managing projects that institutional gains to METU by coming together with various other units of the university. An example of such initiatives is the "UNITED" project, with which an application was submitted in 2021 as a consortium partner to the "HEI Initiative: Innovation Capacity Building for Higher Education" call of the EIT-HEI-2021 (European Institute of Innovation and Technology - Higher Education Institutions) component within the Horizon Europe program but did not receive funding.

Also, in 2021, under the coordination of the Office of Research Coordination and with a consortium of eight partners, an application was submitted with the project "ACT

TOGETHER" for the call of HORIZON-MSCA-2022-CITIZENS-01 (European Researchers' Night 2022-2023). The results of the call are expected to be announced in 2022.

Lastly, in 2020, under the coordination of the METU Office of Research Coordination and with the contributions of faculty members from many different departments of our university, an application was submitted to the H2020-MSCA-COFUND-2020 call. The evaluation results were declared in 2021. The project proposal, shortly-titled INTERCHANGE, did not receive funding with a score of 83.6 points. In 2021, our university started working on strengthening the project proposal it already had in order to make another application with it under the title of ENRICH-TOGETHER for the HORIZON-MSCA-COFUND-2021 (Cofund Postdoctoral Program) Call, whose deadline for application submissions was February 10, 2022. Within these efforts, two experts representing METU participated in the "Project Writing Camp in the field of MSCA COFUND" event held by TÜBİTAK in Istanbul on December 6-7, 2021.

Awards (Document C.3.1.1):

- In 2021, a total of 17 awards, including 3 Science Awards and 14 Incentive Awards, were given within "TÜBİTAK Science, Special, Service, and Incentive Awards." Our university nominated four institutional candidates for the TÜBİTAK Incentive Award. A METU faculty member from the Micro and Nanotechnology Program at the Graduate School of Natural and Applied Sciences was awarded the TÜBİTAK Incentive Award 2021.
- A total of 36 awards were given in 2021 within the Outstanding Young Scientists Award (GEBİP) by the Turkish Academy of Sciences (TÜBA). There were seven institutional nominees from our university, and four faculty members out of seven were found eligible to be awarded.
- A METU faculty member, who was also a scholarship holder of TÜBİTAK 2232, was nominated by our university for the honorary membership of the Turkish Academy of Sciences and became an honorary member of TÜBA in 2021.
- A total of 42 researchers were entitled to receive the Young Scientist Award (BAGEP) by the Science Academy in 2021.
- A METU faculty member from the Department of Biological Sciences won one of the five awards given within the Aziz Sancar Science, Service, and Incentive Awards organized by the Health Institutes of Turkey (TÜSEB) in 2021.

- Two of the four Turkish scientists who were awarded the "For Women in Science" Program award organized by L'Oréal Turkey in cooperation with the Turkish National Commission for UNESCO in order to support women's contribution to science and to promote gender equality in science, were faculty members at METU.
- Two METU faculty members won the Parlar Foundation Research Incentive Award in 2021.

Performance data on research and development processes are evaluated annually within "METU at a Glance" and shared with the public regularly (Document C.3.1.4).

Within the TÜBİTAK Entrepreneurial and Innovative University Index, the entrepreneurship and innovation performance of universities are ranked according to 23 indicators in four categories, which are "scientific and technological research competence," "intellectual property pool," "cooperation and interaction," and "economic contribution and commercialization" (Document C.3.1.3).

In the Research Universities Performance Monitoring Index, performances of the Research Universities in 2020 were evaluated by YÖK according to 32 indicators under the titles "Research Capacity," "Research Quality," and "Interaction and Cooperation." Just as in the performance evaluations for 2017, 2018, and 2019, METU received the highest score in 2020 once again, thus ranking first for four years in a row. Trainings, workshops, and other practices to further improve the research performance of METU are regularly organized at our university (Document C.3.1.5, Document C.3.1.6).

C.3.2. Evaluating the Performance of Faculty Members / Researchers

The management, monitoring, and evaluation of research processes at our university are carried out through the Academic Incentive Regulation, as well as the processes and systems related to it (Document C.3.2.1, Document C.3.2.2). The Academic Incentive Allowance Process Management System (ATOSİS) was developed and is effectively used so that the processes related to the Academic Incentive Allowance can be conducted electronically (Document C.3.2.3, Document C.3.2.4). Upon the annual calls, researchers are expected to enter their scientific activities on this platform. This way, the necessary evaluations are made, and the incentive processes start (Document C.3.2.5, Document C.3.2.6).

Great importance is attributed to evaluating the research performance of the academic staff, integrating the philosophy of continuous improvement in all processes, and planning as well as monitoring corrective and preventive actions when necessary. Research outputs (publications, patents, etc.) are taken into account in both individual performance evaluations (performance bonus) and unit performance evaluations. Performance-based rewarding is mainly based on research outputs, too.

Another criterion in the performance evaluation of the academic staff is the national and international rankings. Although it is accepted that ranking systems do not measure academic quality and performance evaluation in a fully accurate way, they still allow institutions to self-evaluate and compare with the performances of other institutions. For this reason, the Institutional Data Management Coordination Center (KVYK), formed in 2020, analyzes the results of international rankings in detail, prepares reports on them and shares them with the senior management (Document C.3.2.7).

The URAP (University Ranking by Academic Performance) research laboratory, established in 2009 under the Graduate School of Informatics, ranks 2,000 universities (including METU) worldwide every year according to the quality (impact factor) and quantity (number of articles and citations) of their publications. With this World General Ranking, universities are also ranked according to 41 scientific fields. URAP prepares another ranking specific to Turkey. In the Turkey Special Ranking, data obtained from YÖK, such as the number of students and faculty members are used. All these rankings and measurements demonstrate the publication and citation performance of METU (Document C.3.2.8). The research and publication incentive awards mentioned in Section C.3.1 are among various ways of encouraging and supporting the faculty members so that their performance can improve.

As a result of the inspections carried out by the R&D Strategic Planning Area Committee (SPAK) as part of the preparation process for the Strategic Plan 2023-2027, the efficiency of the research performance of the institution in reaching the goals was reviewed, and solid strategies for further improvement were proposed. The development of physical and human resources by funding the researchers was determined to be a priority in this regard. Therefore, based on the evaluations made, objectives and strategies covering all the components of this field were created to improve research and development processes (Document C.3.2.9). Like the previous strategic plan, all these objectives are planned to be monitored through SKYBİS, which allows continuous monitoring and evaluation of these processes at our university.

Monitoring and Evaluating Research Performance

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

- [C.3.1.1. Arařtırmalar Koordinatörlüğü 2021 Yılı Faaliyet Raporu.pdf](#)
- [C.3.1.2. İlk Bakıřta ODTÜ Verileri.pdf](#)
- [C.3.1.3. Giriřimci Üniversite Endeksi.jpeg](#)
- [C.3.1.4. Arařtırma Üniversiteleri Performans İzleme Endeksi 2020.pdf](#)
- [C.3.1.5. KDDB Arařtırmacılara Yönelik Seminerler.pdf](#)
- [C.3.1.6. Black Sea CONNECT İnovasyon Çalıřtayı2 Şubat 2022.jpeg](#)

Evaluating the Performance of Faculty Members / Researchers

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

- [C.3.2.1. Akademik Teřvik Yönetmelięi.pdf](#)
- [C.3.2.2. Akademik Teřvik Süreç Yönetimi.pdf](#)
- [C.3.2.3. ATOSİS.pdf](#)
- [C.3.2.4. Akademik Teřvik Ödeneęi Yönetmelięi.pdf](#)
- [C.3.2.5. Akademik Teřvik Bařvuru Çaęrısı.pdf](#)
- [C.3.2.6. Akademik Teřvik Deęerlendirme Sonuęları Duyurusu.pdf](#)
- [C.3.2.7. ODTÜ Sıralamalar Sunumu.pdf](#)
- [C.3.2.8. URAP Akademik Performans.pdf](#)
- [C.3.2.9. AR-GE Hedef ve Stratejileri - Yeni Stratejik Plan Çalıřmaları.pdf](#)

D. SOCIAL CONTRIBUTION

1. Management of Social Contribution Processes and Social Contribution Resources

D.1.1. Management of Social Contribution Processes

The mission of Middle East Technical University is to conduct research, provide education and serve society, humanity, and nature at a level of excellence by encouraging creative and critical thinking, innovation, and leadership within the framework of universal values. The main

components and activities of the structure serving this mission are briefly listed (Document D.1.1.1, Document D.1.1.2).

The Strategic Plan 2018-2022 handled the Social Contribution strategy through the planning of the social impact created by the studies and outputs of our university in the fields of education and research. The same principle is valid for the Strategic Plan 2023-2027, whose preparation process is still ongoing. These processes are carried out in coordination by the Vice President responsible for research to reintegrate research and development outputs into society, the Vice President responsible for education processes, and the Advisor to the President responsible for the publicity, press, and institutional communication processes, which together constitute the communication between METU and the public.

The goals, objectives, and strategies determined at the strategic plan level are assigned to sub-units, starting from the level of vice presidents and advisors to the President, as performance indicators. This shows that a sustainable culture has emerged that pioneers the monitoring and improving social contribution processes at the senior management level (Document D.1.1.3, Document D.1.1.4). In addition, the social contribution policy was modified in response to stakeholder feedback as of 2021 (Document D.1.1.5).

The units that carry out social contribution processes in the field of education are the Continuing Education Center and the School of Foreign Languages. The units that endeavor to turn research outputs into social benefit are the Society and Science Application and Research Center, Continuing Education Center, and the Center for Science Technology Engineering and Mathematics Education. In the field of science communication, METU Science Communication Team is one of the units in this organizational structure that operates within the social contribution strategy (Document D.1.1.6). Processes are defined within each unit, and activities are filed in reports on a regular basis (Document D.1.1.7 - 10).

D.1.2 Resources

Social Contribution resources of METU are human resources, financial and physical resources, social responsibility projects, and units established and operate with a focus on social contribution. METU effectively manages its financial and physical resources to develop human resources in research and education, to determine strategies in order to motivate researchers to reach their full potential, increase research income, and conduct scientific research. A summary

of human resources, along with physical and financial resources, is shared with the public through the METU at a Glance website (Document D.2.1.1).

Administrative Units

Corporate Communications Office

Science Communication may be defined as the dissemination of science-related topics to components that have limited knowledge in this field. With the increasing contact between researchers, institutions, and society over time, Science Communication has moved to a dimension beyond informing the public onto encouraging the scientific practices and the policies surrounding them. (Document D.1.2.2).

Science Communication Team

The Science Communication Team, affiliated to the Corporate Communications Office, was established in 2017 to bring together scientific studies carried out within the body of Middle East Technical University with different age groups and simplify research that can be considered deep and complex for the general public by using the necessary visuals in a way that everyone can understand. The main difference of the Science Communication Team from the Society and Science Application and Research Center is that it brings together international, national, and METU-supported projects as well as researchers with the public. (Document D.1.2.3).

Society and Science Application and Research Center

Transportation, which is the most crucial part of the sustainability of organizing activities to access the society, is provided by science buses, and the maintenance and repair of the science buses are handled with the in-kind contribution of our university (Document D.1.2.4).

Science and Technology Collection Exhibition Area (BTKSA)

The activities and the infrastructure of the exhibition area, which continues to operate under the Society and Science Application and Research Center, have been continuously improved with various supports and funding (DPT, TÜBİTAK, BAP, and donations) since 2006. It consists of an open-air exhibition area with large-scale objects such as airplanes and locomotives, agricultural tools, and four buildings with indoor exhibition halls. These are the

Center for Applied Science, the History of Science and Technology Exhibition, the Classic Automobile Exhibition, and the Aerospace buildings, all of which are free to enter (Document D.1.2.5).

The Center for Applied Science, designed with the slogan “Touch the Science” and unofficially named “UFO” because of its intriguing design, aims to explain scientific subjects in an easy-to-understand and entertaining way. In order to achieve this goal, together with the faculty members, the Center prepares thematic science shows (or Planetarium shows) that change every month in accordance with the age groups, grades, and curriculums of the students (Document D.1.2.6).

Continuing Education Center

The development of technology and rapidly increasing knowledge brings with it the need for a trained workforce that can use and manage this technology and information, as well as making future predictions. Therefore, the Continuing Education Center (SEM) was established in March 1991, affiliated to the Rectorate, in order to meet this need in our country. SEM aims to improve the cooperation of the university with public institutions, the private sector, and international organizations to serve the development of Turkish industry and nation, and to bring this service to an international level through continuing education programs in all fields in which the Middle East Technical University specializes (Document D.1.2.7).

Academic Units

School of Foreign Languages (YDYO)

The School of Foreign Languages offers language learning programs open to the public, ensuring that qualified foreign language education/learning reaches different layers of the society via high-quality programs in different languages, especially English (Document D.1.2.8).

METU Center for Science Technology Engineering and Mathematics Education (BİLTEMME)

BİLTEMME Center was established to conduct studies that will advance education in science, technology, engineering, and mathematics. With a group of researchers consisting of faculty members from different disciplines, the Center carries out projects aimed at improving the

educational opportunities offered to schools, teachers, and students in the related fields. Therefore, BİLTEMME carries out education, research, and social service activities. It also develops projects and training programs in cooperation with different academic and administrative units at METU (Document D.1.2.9).

Ecosystem Application and Research Center (EKOSAM)

The primary objective of EKOSAM is to research the structure, function, biodiversity, ecosystem services, and products of aquatic, steppe, and forest ecosystems that are common in our country, including the METU campus. In order to preserve the structures and functions of these ecosystems, studies are carried out to develop adaptation and mitigation proposals in our region that is currently warming and will become even warmer and drier in the future. It develops societal sharing and citizen science activities to reveal the “sustainable” management goals that will help make optimal decisions that balance ecosystem protection/restoration needs and socio-economic developments and increase scientific awareness of the information obtained from the research (Document D.1.2.10).

METU MEMS

In addition to scientific research activities, METU MEMS has the mission of turning the outputs obtained through research into products and developing products of advanced technology that will bring added value to our country. In the last ten years, in line with this objective, 14 patents were registered within the research activities of the center, nine patent applications were made, in addition to two start-ups and four spin-off companies were established. More than 300 works have been published within the body of the center, and according to the ISI database, these publications have been cited over 2,000 times. Additionally, the general public is informed about the activities through the public seminars organized by the center (Document D.1.2.11).

Bilgeİş

As of November 2021, there are approximately 133,000 registered users on the Bilgeİş portal, and about 223,677 electronic certificates have been given to users who successfully completed the courses. In order to make Bilgeİş the largest free course portal in Turkey, it is aimed to increase the number of courses to 2,023 in 2023, commemorating the 100th anniversary of the Republic of Turkey. (Document D.1.2.12).

Management of Social Contribution Processes

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

- [D.1.1.1. ODTÜ Kalite Yönetim Rehberi sayfa 22-28.pdf](#)
- [D.1.1.2. ODTU Organizasyon Seması.jpeg](#)
- [D.1.1.3. Toplumsal Katkı SPAK Amaç ve Hedefleri - Yeni Stratejik Plan Çalışmaları.pdf](#)
- [D.1.1.4. Toplumsal Hizmet 2023-2027 Mevcut Durum Analizi.pdf](#)
- [D.1.1.5. ODTÜ Toplumsal Katkı Politikası.pdf](#)
- [D.1.1.6. TBM Faaliyet Raporu-2021.pdf](#)
- [D.1.1.7. TBM Yönetmelikler.pdf](#)
- [D.1.1.8. SEM Faaliyet Raporu-2021.pdf](#)
- [D.1.1.9. SEM Organizasyon Şeması.pdf](#)
- [D.1.1.10. big.metu.edu.tr.pdf](#)

Resources

Maturity Level: Efficiency and diversity of the resources for social contribution within the institution are monitored and improved.

Documents:

- [D.1.2.1. İlk Bakışta ODTÜ Toplumsal Katkı Verileri.docx](#)
- [D.1.2.2. kio.metu.edu.tr.docx](#)
- [D.1.2.3. Bilim İletişimi Grubu.docx](#)
- [D.1.2.4. tbm.metu.edu.tr.docx](#)
- [D.1.2.5. TBM Amaçları.docx](#)
- [D.1.2.6. TBM Faaliyet Raporu-2021.pdf](#)
- [D.1.2.7. sem.metu.edu.tr.docx](#)
- [D.1.2.8. ydyom.metu.edu.tr.docx](#)
- [D.1.2.9. biltemm.metu.edu.tr.en.docx](#)
- [D.1.2.10. ekosam.metu.edu.tr.docx](#)
- [D.1.2.11. mems.metu.edu.tr.docx](#)
- [D.1.2.12. bilgeis.net.docx](#)

2. Social Contribution Performance

D.2.1. Monitoring and Evaluating the Social Contribution Performance

The quality perspective on community service, which is one of the main tasks of the university, carries out many studies that do not provide direct input to the university but rather provide socio-economic benefits, especially at the national level, and increase the scientific and cultural awareness of the society. As part of its Social Contribution strategy, METU contributes to maintaining strong relations with Ministries, local authorities, and other stakeholders in the country, joint education programs, student and academic staff mobility, and institutions abroad. These activities and collaborations at the university level continue at the faculty and department/program level, too.

Basic performance indicators and measurement methods for these purposes are studied at the university, especially within international rankings. In order to indirectly measure social contribution, the size of research outputs (alumni, publications, patents, etc.) that can be accessed from data collection systems and their directly measurable effects (incomes, etc.) are currently used. Similarly, basic indicators are defined in the fields of education and community service. Evaluations based on these indicators are carried out by the relevant administrators and management bodies semi-annually.

In the Strategic Plan 2018-2022, Strategic Goal 9 focuses on using the full research potential of METU in solving local and regional problems and on maintaining and developing cooperation with all relevant parties. Similarly, Strategic Goal 8 aims to advance technology through applied research, foster innovation, and create value for industry and society. These goals are in compliance with the National Development goals (Document D.2.1.1). Furthermore, the goals and objectives that were created by considering these development goals took their place in the draft of the new strategic plan, as well (Document D.2.1.2).

In addition to the production of scientific knowledge, METU has also prioritized introducing various uses of this knowledge to the public. The process of turning educational and research outputs into social benefits requires science communication, increasing the value that society attributes to scientific knowledge and enabling different age groups to access scientific knowledge and its outputs. Therefore, the Strategic Plan 2023-2027 has established a social contribution strategy in four main areas (Document D.2.1.2). These areas are as listed:

- To create an effective institutional structure to support and coordinate social contribution efforts and facilitate processes in this regard.

- Drawing attention to the significant potential of Citizen Science in terms of academic research activities and ensuring that this concept is included in research activities conducted at METU.
- To provide the members and students of METU who work in the field of social contribution with both material and moral support to increase the sustainability of these studies and projects.
- To endeavor to bring the social contribution activities carried out at METU to an international level.

Performance indicators created in line with the strategies mentioned above are subject to compliance checks via SKYBIS and are evaluated annually. This planning is compatible with the national development goals, and all the planned studies are expected to achieve the goals in the Strategic Plan.

Finally, in addition to aligning the METU Strategic Plan with the National Development Goals, another objective is to comply with the United Nations Sustainable Development Goals. Additionally, in 2021, an Executive Committee on Sustainable Campus (SKYK) was formed by the METU Rectorate. After various analyses were carried out in line with the United Nations Sustainable Development Goals, the Action Plan on Sustainable Campus was presented to the senior management (Document D.2.1.3).

In addition to the institutional monitoring processes, the processes of the units that produce social contribution at METU are also linked to the PDCA cycles. The units monitor and evaluate the activities under their responsibility in line with the Strategic Plan of the university and take precautions against possible risks.

School of Foreign Languages

- Within the scope of social contribution, the School of Foreign Languages offers public language education programs, while the Continuing Education Center offers Inter-Semester Seminars (ISS) along with other course programs. Each year, various modifications and improvements are made to these programs in the light of the opinions and suggestions of the participants (Document D.2.1.4).

Continuing Education Center

- The Continuing Education Center held a total of 55 seminars in 2021, 41 of which were contracted, and 14 were open to public participation.
- These 14 seminars open to public participation held in 2021 reached 701 people in total.
- In 2021, a total of nine institutions were provided with training in various fields to contribute to their development (Document D.2.1.5).

Society and Science Application and Research Center

- Various infrastructure works were done (such as poster renewals, preparation of the planetarium screening promotional videos, painting of locomotives and airplanes, and designing of the warning signs) for the Open-Air Exhibition, History of Science and Technology Exhibition, Classic Automobile Exhibition, Science Center, and Science Workshop buildings in the Exhibition Area. Various delegations (such as the General Directorate of Secondary Education operating under the Ministry of National Education, and the Science and Society Department of TÜBİTAK) were hosted.
- The center organized online events such as “3D Modeling with Code Blocks,” “Question of the Week Series,” and “April 23 in the Light of Science,” as well as face-to-face events such as Teknofest. Furthermore, online seminars (Composting, Planetariums, Learning Environments Outside the Schools) and counseling services (Teknofest, CBIKO [Presidential Human Resources Office] Internship Campaign, and TÜBİTAK Experimental Workshops) were offered.
- The 4th National Student Congress of High Schools of Science” was held online between June 14-16, 2021, under the coordination of Cumhuriyet High School of Science, in cooperation with the METU Society and Science Application and Research Center (TBM) and the General Directorate of Secondary Education at the Ministry of National Education. An application under the title “ACT-TOGETHER” was submitted to the European Union’s call for “HORIZON-MSCA-2022-CITIZENS-01 (MSCA and Citizen 2022).”
- In 2021, various reports were written to be submitted to the demanding institutions/units (YÖK, METU Directorate of Strategy Development). Moreover, the proceedings book for the 4th National Student Congress of High Schools of Science was prepared in addition to a book chapter including two different activities (Document D.2.1.6).

Monitoring and Evaluating the Social Contribution Performance

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Documents:

[D.2.1.1. ODTÜ Stratejik Planı Amaç ve Hedefleri.pdf](#)

[D.2.1.2. Toplumsal Katkı SPAK Amaç ve Hedefleri - Yeni Stratejik Plan Çalışmaları.pdf](#)

[D.2.1.3. Kurumsal Veri Yönetim Koordinatörlüğü Faaliyet Raporu-2021.pdf](#)

[D.2.1.4. YDYO Kurslar.docx](#)

[D.2.1.5. SEM Faaliyet Raporu-2021.pdf](#)

[D.2.1.6. TBM Faaliyet Raporu-2021.pdf](#)

E. CONCLUSION AND EVALUATION

Middle East Technical University completed the Strategic Planning and Evaluation as well as Institutional-Self Evaluation processes in 2021. Moreover, very comprehensive studies were carried out for the METU Strategic Plan 2023-2027, the preparation process of which started in 2021 and still continues. For this reason, all areas of activity at our university were reviewed in detail, and the current situation was evaluated. These evaluations were shared with the internal and external stakeholders at the Sharing Conference held on June 24-25, 2021. After the conference, with the participation and contributions of the stakeholders, new goals and objectives for the certain aspects of our university that are open to further development and improvement were determined, and as of 2022, efforts to complete the performance indicators and objectives continue.

The data collection efforts for the evaluation of the processes of our university were assisted by information technologies. The compilation and analysis of the data, as well as preparing reports on it, were carried out by the Institutional Development and Planning Office, and the Institutional Data Management Coordination Center. At the end of these processes, upon observing the trends of the last five years, the areas in which our university is open to improvement were determined. The contribution of the ongoing activities to the strategic plan objectives was evaluated in addition to the KİDR rubric scoring.

With the completion of all these steps, the 2021 Institutional-SelfEvaluation process was finalized with the findings in different fields summarized below:

Leadership, Administration, and Quality

- The preparation process for the METU Strategic Plan 2023-2027 started in 2021 and continued throughout the year. Participation of the stakeholders was ensured in several ways such as meetings, surveys, feedback forms, and sharing conferences.
- The entire quality policies at our university, particularly those in the fields of education, research and development, and social contribution, were updated by taking into account the opinions of the stakeholders.
- The satisfaction surveys that have been regularly conducted every year (with students, personnel, and alumni) were carried out in 2021, as well.
- In 2021, an Executive Committee on Sustainable Campus was formed by the METU Rectorate. After various analyses were carried out in line with the United Nations Sustainable Development Goals, the Action Plan on Sustainable Campus was presented to the senior management.
- Preliminary actions for the Institutional Accreditation Program of YÖKAK, which was made mandatory by the legislations in 2021, were determined, and the preparation process still continues. Additionally, various informative activities have been and still are organized by the Institutional Development and Planning Office in order to contribute to the Quality Assurance System.
- At the Joint Executives Meeting held on December 23, 2021, the academic administrators were informed regarding the works and developments at our university in the fields of education, research, development, infrastructure, and social contribution throughout the period between July 1 and December 23, 2021.
- The Quality Assurance webpage was updated in 2021 in terms of design and content, thus making it easier for the stakeholders to access the quality assurance-related information.
- In 2021, Strategic Plan Monitoring and Evaluation Process, as well as the preparation process for the Institutional-Self Internal Evaluation Performance Criteria, were handled systematically via SKYBİS.
- In line with the stakeholder feedback, improvements were made to the systems (METUSIS, ODTÜClass, OpenMETU, etc.) on which basic activities and operations of our university are managed.

- METU PORTAL was updated in order to facilitate access to information services, and a HES Code integration application was developed in 2021, working compatibly with ODTÜPass.
- Efforts to develop and improve systems such as ATÖSİS, AVESİS, BAPSİS, and DAPSİS continued with the purpose of supporting R&D processes, managing supported projects, and collecting and evaluating academic data. Software systems are structured according to our university's own needs and requirements.

Education

Improvements Regarding Internationalization

- In recent years, METU has seriously endeavored to increase the number and quality of its international students in line with its founding purposes. Apart from the YKS quotas (in addition to the students from Turkey and the Northern Cyprus), approximately 300 new international students are admitted to METU every year, which makes up about 10% of the general YKS quota. As a result of the significance attributed to this issue by our university, the number of international undergraduate and graduate students at METU has been increasing gradually every year. The number of international students reached 1,545 in the 2021-2022 Academic Year. It is aimed to increase this number to 10% of the total number of undergraduate students and 20% of the total number of graduate students in the coming years.
- The efforts to reconstruct and design the relationship between Education and Research in a way that the two elements will support and enrich each other continued in 2021, as well. The number of joint undergraduate programs conducted in partnership with the world's leading prominent universities is four, the number of joint master's programs is six, and the number of joint doctoral programs is 12. In addition, there is one joint doctoral program that is conducted together with Hacettepe University. The expectations and attempts to increase the number of joint programs have been seriously interrupted due to the outbreak of the COVID-19 pandemic. As of the end of 2021, the number of universities with which METU signed student and academic staff exchange agreements as part of international exchange programs increased to 970. The increase in the number of students going abroad for short-term education within Mevlana, ICM, European and Non-European Erasmus+, and other exchange agreements has also been interrupted by the COVID-19 pandemic. As of the end of 2021, the number of METU

students who went abroad within an international exchange program was 303, and the number of students who came to our university as part of an exchange program was 149.

Improvements Regarding Infrastructures

- Education processes were adversely affected by the pandemic that had a significant impact on the overall years of 2020 and 2021; therefore, courses had to be offered via distance education methods. For the 2021-2022 Academic Year, in line with the ruling of the Council of Higher Education (YÖK), our University Senate decided that at most 40% of the courses taught in the departments could be conducted online and conveyed this decision to all the academic units. Accordingly, all the departments determined which courses would be held online and which would be taught face-to-face. With the same Senate decision, hybrid education classrooms were created to modify the use of classrooms.
- Within the donation campaign of AdımODTÜ titled “ODTÜ”lünün İnterneti de Benden” (Your Internet is on Me), 350 students were financially supported for their internet access. In the same semester, a total of 75 students were given desktop or laptop computers.
- In 2021, our university was evaluated by YÖK and awarded the Barrier-Free University Award in six fields.
- In the Fall Semester of 2021-2022, course evaluation surveys were modified in accordance with the hybrid education system and conducted online.
- After the Distance Education period began due to the COVID-19 pandemic, some modifications were made to the course registration processes (interactive course registrations and advisor approvals) in order to enable the students and their advisors to complete the process without having to meet face-to-face. Moreover, online methods were developed to conduct some processes that used to be handled face-to-face such as the enrollment of students in graduate programs, student transfer application and enrollment processes, and special student registrations.
- In order to increase the quality of distance education, some updates and modifications were made in ODTÜClass in line with stakeholder suggestions and requests. Guidelines for the disadvantaged students were updated.

- The capacity of the distance education servers is monitored 24/7, and the necessary interventions are made before a problem occurs due to overcapacity.
- Distance education servers are kept in a system room that can only be accessed by the authorized personnel, has an artificial weathering system and redundant power supply.
- Top-level measures (operating system hardening, database hardening, server hardening) are applied to distance education servers as stated in the Information and Communication Security Guide document published by the Office of Digital Transformation operating under the Presidency.

Other Improvements

- With the joint efforts of ÖGEM and UZEM, the METU Distance Education Evaluation Survey was first conducted in 2021, and it became a practice to be repeated every year.

Research and Development

- As of January 1, 2022, the European Commission required institutions applying to the calls of the Horizon Europe Framework Program to have a Gender Equality Plan (TCEP). As a result of this change, having a TCEP approved by the University Senate became a prerequisite to being a part of the Horizon Europe program. The senior management formed the METU TCEP working group. Within these efforts, weekly meetings were held for three months. A situation analysis was conducted based on the data collected from various units of our university (Office of Research Coordination, Scientific Research Projects Coordination Center, Computer Center, Corporate Communications Office, Registrar's Office, Directorate of Personnel Affairs, Office of Health, Culture and Sports, International Cooperations Office, Deans' Offices, Graduate Schools, Teknokent, and Technology Transfer Office) in the five thematic areas determined by the European Commission, and weaknesses and strengths were discussed in each area. As a result of this analysis, an action plan for the period from 2022 to 2026, and it was approved by the university senate as of December 29, 2021.
- With the foundation of the Robotics and Artificial Intelligence Technologies Application and Research Center (ROMER) in 2021, the number of Centers reached 31. Two of these centers were found to be qualified within Law No. 6550 on Supporting Research Infrastructures.

- All the indicators that are used to track research outputs increased in 2021. These indicators are as follows: Citation Score, Scientific Publication Score, the average annual number of articles/reviews in SCI, SSCI, and A&HCI journals per faculty member, the average annual number of articles/reviews in SCI, SSCI, and A&HCI indexed journals per faculty member.
- In 2021, our university ranked **first** among all the state and foundation universities in our country in the YÖK Performance Monitoring Index of Research Universities, TÜBİTAK Entrepreneurial and Innovative University Index, and QS Ranking of Universities in Emerging Europe and Central Asia.
- At the end of the Horizon 2020 program, we shared the first place with a foundation university among the universities in Turkey in terms of the number of projects that received funding. The researchers of METU brought 17,3 million euro to our university with 51 Horizon 2020 projects. Moreover, an application made by a METU researcher was entitled to be funded within Horizon 2020 Green Deal Call.
- There were six applications (two MSCA-PF and four MSCA-DN, one of which as the coordinator) to the Horizon Europe Program Marie Skłodowska Curie calls for research grants, which are currently in the evaluation process.
- Within the 2021 calls for “MSCA Co-Circulation TÜBİTAK BİDEB 2236 Co-Funded Brain Circulation Scheme,” 10 project applications were submitted with nine advisors from seven different units of our university. Moreover, eight BİDEB 226 projects started in 2021, and two TÜBİTAK BİDEB 2236 scholarship holder transferred their projects to METU.
- In 2021, our university conducted specialized studies on the European Research Council (ERC) component of the Horizon Europe Program. Evaluation processes of ERC-Starting and ERC-Advanced calls ended, and one of our applications at the ERC-Starting level has been placed on the waiting list. Evaluation processes of our applications at the ERC-Consolidator and ERC-Proof of Concept levels still continue.
- In 2021, one-on-one support was provided to the projects in the preparation phase. All the facilities of METU were utilized while designing the projects, and the budgets of the projects were monitored. Thus, our university has a total of 11 Horizon 2020 projects that started and/or found eligible for funding in 2021. One of these projects is ARSINOE, one of the 10 applications submitted by our university for the Horizon 2020

Green Deal Call and included the Graduate School of Marine Sciences as one of the partners.

- Our university regularly engages in activities that serve the purpose of increasing its international visibility. In 2020, METU became the first university in Turkey to receive the Human Resources Excellence in Research Certificate (HR Logo), which is an important symbol for the credibility and international visibility of universities. Throughout 2021, various activities were carried out in line with the HR Logo Action Plan.
- In 2021, more projects were encouraged to contribute to bringing our university to a more advantageous and visible position and to increase the diversity of received EU funding other than Horizon 2020. An online info day was organized by the joint efforts of METU and the Directorate for EU Affairs under the title “EU Funds and Project Opportunities for Universities in the 2021-2027 Period.”
- The opinions of all stakeholders were received while working on the resources to be allocated to our country in the IPA III phase covering the years 2021-2027, which is one of the most important financial support systems of the cooperation between the European Union and our country. Five action slip documents and 13 project proposals were submitted to the Council of Higher Education by compiling the suggestions and opinions of METU researchers. The infrastructure to be created and the activities to be carried out within these projects will provide significant benefits to the research capacity of our university in the fields of digital transformation and creative industries and the competitive positioning of our country.
- Comprehensive analyses were made for the announced ranking results. Both the strengths of our university and the aspects open to further development were determined. Various suggestions for increasing the institutional potential were presented to the senior management of the university.
- As part of the efforts to create an Open Archive, cooperation was established with the units that carry out the relevant processes at our university, and the necessary support was provided for the endeavors to improve the OpenMETU archives and increase the quality of data. For this purpose, OpenMETU and AVESIS records were integrated via web services. This way, METU managed to be ranked among the top five archives with the most records on ULAKBİM Harman (Turkey Academic Archive).

Social Contribution

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- These 14 seminars open to public participation held in 2021 reached 701 people in total.
- In 2021, a total of nine institutions were provided with training in various fields to contribute to their development.
- Various infrastructure works were done (such as poster renewals, preparation of the planetarium screening promotional videos, painting of locomotives and airplanes, and designing of the warning signs) for the Open Air Exhibition, History of Science and Technology Exhibition, Classic Automobile Exhibition, Science Center, and Science Workshop buildings in the Exhibition Area. Various delegations (such as the General Directorate of Secondary Education operating under the Ministry of National Education, and the Science and Society Department of TÜBİTAK) were hosted.
- The center organized online events such as “3D Modeling with Code Blocks,” “Question of the Week Series,” and “April 23 in the Light of Science,” as well as face-to-face events such as Teknofest. Furthermore, online seminars (Composting, Planetariums, Learning Environments Outside the Schools) and counseling services (Teknofest, CBIKO [Presidential Human Resources Office] Internship Campaign, and TÜBİTAK Experimental Workshops) were offered.
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- In 2021, various reports were written to be submitted to the demanding institutions/units (YÖK, METU Directorate of Strategy Development). Moreover, the proceedings book for the 4th National Student Congress of High Schools of Science was prepared in addition to a book chapter including two different activities.
- Activities to raise awareness on waste management were organized all over the university by the METU Zero Waste Unit. Moreover, an event on “Zero Waste Education for Preschool Children” was held at METU Kindergarten.