



ABDULLAH GÜL
ÜNİVERSİTESİ

2022 YILI

İNSAN VE TOPLUM BİLİMLERİ FAKÜLTESİ

**BİRİM İÇ DEĞERLENDİRME RAPORU
(BİDR)**

İnsan ve Toplum Bilimleri Fakültesi İç Değerlendirme Raporu

A. LİDERLİK, YÖNETİM ve KALİTE

A.1. Liderlik ve Kalite

Birim, kurumsal dönüşümünü sağlayacak yönetim modeline sahip olmalı, liderlik yaklaşımları uygulamalı, iç kalite güvence mekanizmalarını oluşturmalı ve kalite güvence kültürünü içselleştirmelidir.

A.1.1. Yönetim modeli ve idari yapı		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The Faculty of Humanities and Social Science (HSS) has composed of three department: Political Science and International Relations (PSIR), Psychology, and Sociology. The administrative structure of the faculty of HSS is published on its website (see Annexe 1). Any changes on the defined duties have been informed to the faculty and updated on the website accordingly. The job descriptions and workflows has had a clear definition (see Annexe 2.1 and Annexe 2.2 accordingly). Each department has their own administrative structures, decision-making processes, and the departments based on scientific focus. The Illustration of these departmental process as follow: The Psychology department consists of two departments, Applied Psychology and Social Psychology departments. Therefore, the Psychology department board constitutes the head of the Psychology and of two other departments (see Annexe 3). An application for establishing a separate Experimental Psychology department was done; however, it was not found applicable this year (i.e., 2022). The board makes decisions in their weekly meetings on Friday between 10:30-12:00 p.m. in the 2022-2023 Academic Calendar. Meeting date was subject to change when needed. Although its administrative form, the department also encourages research assistants to take part in the meetings and to engage decision-making process. The faculty takes the department-related decisions collectively. All departmental decisions are first argued, then are voted by the department board members. The department uses the Microsoft Teams platform to record meeting notes that are accessible by the department members anytime and the third parties that have an official clearance to access them (see Annexe 4). There are number of evidence are provided below (Annexe 5, Annexe 6 and Annex 7), suggests that the HSS ensures the effectiveness of task flow and scheduling by using unique approach where all administrative members can follow governance processes. Thus, in governance					

	processes, all members do not suffer from loss of information, express opinions, and effectively follow up tasks and documents.					
Kanıtlar:	Annexe 1: https://hssw4.agu.edu.tr/kisiler Annexe 2.1: https://hss.agu.edu.tr/goerev-tanimlari Annexe 2.2: https://hss.agu.edu.tr/is-akis-semalari Annexe. 3: https://psyw4.agu.edu.tr/faculty-1 Annexe 4: A View from the Departmental Meeting Notes Folder Annexe 5: Yönetim ve İdari Alanlarda Politika ve Stratejik Amaçların Uygulama Kanıtı.png Annexe 6: KİDR Raporları Sonucu Düzeltme Çalışmaları Annexe 7: Özgün Yaklaşım.png					
A.1.2. Liderlik		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	All members is democratic, and the hierarchical structure is lateral in the faculty (see Annexe 8). Though the number of staff members has increased in the faculty since 2022, the processes and mechanisms of leadership in the faculty has still been implemented. Different members of the faculty may assume different leadership roles for specific tasks, yet the faculty seeks to be sure all of the leaderships in the faculty falls into a democratic leadership style. Though its young age, size of faculty, and close communication within a small group makes the faculty members vulnerable to being biased against group norms/thinking, the faculty takes measures and policies against the possible biased. For instance, the Faculty Consulting Board has been established in 2022, which includes stakeholder include but not limited to academics and NGOs (see Annexe 9). The democratic leadership style has extended to the departments which evident that the democratic leadership culture has been internalised by faculty members and departments. For instance, the psychology department also takes various measures and policies that each member is able to express their own opinion and vote to each decision taking by the department (see Annexe 10 and Annexe 11).					
Kanıtlar:	Annexe 8: Annexe 5.png Annexe 9: https://hss.agu.edu.tr/fakuelte-danisma-kurulu Annexe 10: A View of the Number of Weekly Meetings (79 total in Sep 2022). Annexe 11: An Example of Department Communication Style .					
A.1.3. Kurumsal dönüşüm kapasitesi		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The faculty has developed its academic approach by taking the opinions of various stakeholders (see Annex 12). Besides, the undergraduate programs has also developed its educational approach by taking the opinions of various external stakeholders/partners (see Annexe 13).					

	Each faculty department aims to change the conventional understanding of academic education by developing a specific approach that involves critical pedagogy and solutions to social problems (see Annexe 14). The HSS also prioritize the national and international developments in the field of humanities and fosters its members to follow these developments. Therefore, the number of international programs that departments of HSS has joined to embrace the international developments such as ICMA (see Annexe 15). The departments have also developed various international programme to increase the capacity of institutional development and change. For instance, Psychology department has been a founding member of the Psychology Around the World project which aims to bring first year psychology students to develop international collaboration and friendship while understanding of psychology education in various cultures (see Annexe 16). Quality measures has been also implemented to monitor the level of achievement of all these programs (see Annexe 17). The faculty has organised for each department for having clear development plan and guidance for further changes (see Annexe 18, Annexe 19, Annexe 20).					
Kanıtlar:	Annexe 12: https://hss.agu.edu.tr/fakuelte-danisma-kurulu Annexe 13: Stakeholder meetings for the psychology undergraduate program development Annexe 14: https://psyw4.agu.edu.tr/%20innovation Annexe 15: https://hss.agu.edu.tr/icma-nedir Annexe 16: The Psychology around the world project Annexe 17: The self-reflection example for programme quality monitoring Annexe 18: The Work Processes of the Faculty and Departments’ Strategic Plan Annexe 19: An example of a task flow and departmental decision principles Annexe 20: An example of the departments’ strategic goals for a 5-year period (2023-2028).					
A.1.4. İç kalite güvencesi mekanizmaları		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The faculty is in the process of creating a one-year calendar for different tasks at the unit (see Annexe 21). The departments has also taken the similar approach to build an internal quality measure (see Annexe 22). A quality monitoring system has been established in faculty and departments to correspond the faculty quality standard and its strategic aims see Annexe 23 and Annexe 24 accordingly).					
Kanıtlar:	Annexe 21: A month example of the faculty year calendar .					

	Annexe 22: Example of Department Year Calendar Annexe 23: Work Quality Monitoring System of Faculty Annexe 24: Example of Department Work Quality Monitoring System					
A.1.5. Kamuoyunu bilgilendirme ve hesap verebilirlik		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	Our faculty updates our websites and social media accounts in order to inform the general public (see news , announcements , and Twitter accounts). Each department has also informed general public using various news and social media accounts, ordered in the evidenced section (see from Annexe 25 to 32). The mechanism of gaining news from members has been established (see Annex 33). Besides, the responsible media staff has been defined to ensure quality audit (see Annex 34).					
Kanıtlar:	Annexe 25: AGU PSY Twitter Account Annexe 26: AGU PSY Instagram Account Annexe 27: AGU PSY News Annexe 28: AGU PSY Announcement page Annexe 29: AGU POLS Twitter Account Annexe 30: AGU POLS Instagram Account Annexe 31: AGU POLS News Annexe 32: AGU POLS Announcement page Annexe 33: An example of the news inform form Annexe 34: An example of structure for the media staff					

A.2. Misyon ve Stratejik Amaçlar

Birim; vizyon, misyon ve amacını gerçekleştirmek üzere politikaları doğrultusunda oluşturduğu stratejik amaçlarını ve hedeflerini planlayarak uygulamalı, performans yönetimi kapsamında sonuçlarını izleyerek değerlendirmeli ve kamuoyuyla paylaşmalıdır.

A.2.1. Misyon, vizyon ve politikalar		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The HSS has carried on its vision and mission, founded in 2020 (see Annex 35). Besides, each department has their own mission and vision in the framework of HSS goals (see for Political Science and IR, Annexe 36 and for Psychology, Annexe 37). The department has monitored the Strategic Development Department (SDD) collects information about the department's contribution every year since 2021 in accordance with University's strategic goals by using AVESIS Academic Data Management System of the AGU (see Annexe 38). Besides, as in 2021, the departments also continue to observe how its staff's activities match with the department's Strategic Plan. Therefore, each department's academic staff is required to update monthly their educational, research and social impact activities on AVESIS (see Annexe 39).					
Kanıtlar:	Annexe 35: The HSS's mission and vision Annexe 36: Political Science and IR's mission and vision					

	Annexe 37: Vision and Mission of Psychology Department Annexe 38: The HSS performance audit system Annexe 39: A departmental example of the inquiry of AVESIS Update Notification System					
A.2.2. Stratejik amaç ve hedefler		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	In 2021, a strategic plan covering the period 2021-2025 has been prepared by the HSS Strategic Planning Commission (see Annexe 40). The departments have also their own strategic plans in the framework of the HSS strategic plans (see Annexe 41).					
Kanıtlar:	Annexe 40: HSS strategic plan for 2021-2025 Annexe 41: Example of a Department Strategic Plan					
A.2.3. Performans yönetimi		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The faculty monitors how its staff's activities match with the department's Strategic Plan by using various audit models. The first, every three months, the Strategic Development Department (SDD) collects information about HSS's contribution in accordance with its strategic goals (see Annex42). Besides, the second performance monitoring audit system in the faculty is to year academic report through the Academic Data Management System of the AGU (see Annexe 43). There are number of factors are not able to reflect the audit systems above. Therefore, the HSS Faculty Performance Monitoring system has been established in 2022 (see Annexe 44). These performance management systems are also extended to each department in the faculty. The departments monitor how its staff's activities match with the department's Strategic Plan. That is, academic staff is required to update monthly their educational, research and social impact activities on AVESIS (see Annexe 45). Also, the unit reports its progress quarterly to the Strategy Development Department (see Annexe 46).					
Kanıtlar:	Annexe 42: SDD Performance Monitoring Audit Model Annexe 43: the Academic Data Management System Annexe 44: HSS Performance Monitoring Audit System Annexe 45: AVESIS Department Performance Monitoring Report . Annexe 46: SDD Progress Request Form					

A.3. Yönetim Sistemleri

Birim; stratejik hedeflerine ulaşmayı nitelik ve nicelik olarak güvence altına almak amacıyla mali, beşerî ve bilgi kaynakları ile süreçlerini yönetmek üzere bir sisteme sahip olmalıdır.

A.3.1. Bilgi yönetim sistemi		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	Besides university's available platforms (e.g., CANVAS, UIS, cloud), the Microsoft Teams platform is used as the main information sharing and storing platform among the faculty (see Annexe 5) and departments					

	(see Annexe 46). Besides the communications among faculty, the faculty is also use MS Teams digital platform to communication in administration. The faculty has been made a decision to fully adaptation to Office 365 productive tools to the information management system in both faculty and departments (see Annexe 47). For instance, psychology department also developed a new policy to monitor participant response to all activities to measure achievement of the initial aims and improve further events (see Annexe 48).					
Kanıtlar:	Annexe 5: Faculty Communication and Information Sharing Channels Annexe 46: Department Communication and Information Sharing Channels Annexe 48: An Example of Event Participant Satisfaction Survey Annexe 47: Departmental Decision to Information Management System					
A.3.2. İnsan kaynakları yönetimi		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	Our faculty does not have a specific regulation to carry out human resources management system, other than the regulations introduced by the University. However, following the principle of UN's 8 th sustainability goal for the decent work and economic growth aims, the faculty and department closely monitors the maximum workload of professors. Besides, for increasing in research productivity, departments ensure research assistants to be no more than 20 hours a week for their independent academic developments (see Annexe 49).					
Kanıtlar:	Annexe 49: Research Assistants Work Load Monitoring File					
A.3.3. Finansal yönetim		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The faculty has a limited budget in 2022 which only meet the basic administrative needs. Besides, the departments have no allocated budget to use independently and had no information about the faculty budget in 2021. However, the departments were informed the faculty budget in 2022 to improve transparency and accountability.					
Kanıtlar:						
A.3.4. Süreç yönetimi		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The faculty follows university regulations to process management. However, there are some autonomous policy buildings within departments by collaboration of faculty administration. For instance The psychology department has partial process management (see Annexe 50).					
Kanıtlar:	Annex 50: Example of a Departmental Policies and Application Steps; the Credit Transfer System Tasks					

A.4. Paydaş Katılımı

Birim; iç ve dış paydaşlarının stratejik kararlara ve süreçlere katılımını sağlamak üzere geri bildirimlerini almak, yanıtlamak ve kararlarında kullanmak için gerekli sistemleri oluşturmali ve yönetmelidir.

A.4.1. İç ve dış paydaş katılımı		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The faculty has a several strong mechanisms to engagement of both internal and external stakeholder in various processes such as education, research, and social impact. The faculty has a strong relationship to UNDP, UN, and various NGOs alongside several local external stakeholders such as national education board, Psychological Counselling and Guidance Centre of Kocasinan (see Annexe 51). The faculty has established in 2022 (see Annex 12). The departments of faculty have also established various protocols and collaboration with internal and external stakeholders. For instance, the undergraduate of psychology education accreditation principles of the Turkish Psychologists Association (TPA) and the European Federation of Psychologists' Association have been taken as reference sources to develop and improve the department educational activities in Psychology Department. The department has several stakeholders that the department has close contact with, such as Yeşilay Danışmanlık Merkezi (YEDAM, see Annexe 52), Nuh Naci Yazgan University Department of Psychology (NNY, see Annexe 53 and Annexe 54), educational institutions and public schools in Kayseri (see Annexe 55). The department also has built a strong collaboration with the other disciplines and units of the university as internal stakeholders.					
Kanıtlar:	Annexe 12: Faculty External Counselling Board Annexe 51: Collaboration example to Psychological Counseling and Guidance in Kocasinan Annexe 52: External Stakeholder Participation to the Curriculum Annexe 53: YEDAM Partnership Process Action Plan Annexe 54: A Joint Activity with NNY Annexe 55: Seminar Series with the Collaboration AGU, NNY and Yahya Kemal Beyatli Ortaokulu					
A.4.2. Öğrenci geri bildirimleri		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The faculty has no further feedback mechanism other than university-wide Course Evaluation Surveys. However, the psychology department has annually conducted a survey to determine the course loads, student responsibility and plan for each individual course during online and hybrid education process (see Annexe 56).					
Kanıtlar:	Annexe 56: Online Education Pulse Survey Report					
A.4.3. Mezun ilişkileri yönetimi		1	2	3	4	5

Değerlendirmeye Yönelik Açıklama:	None of departments in the faculty has alumni the time of 2022.
Kanıtlar:	

A.5. Uluslararasılaşma

Birim; uluslararasılaşma stratejisi ve hedefleri doğrultusunda süreçlerini yönetmeli, organizasyonel yapılanmasını oluşturmalı ve sonuçlarını periyodik olarak izleyerek değerlendirmelidir.

A.5.1. Uluslararasılaşma süreçlerinin yönetimi		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The faculty has a strong vision for internalization by establishing strategic partners and build up various initiatives in its departments. For instance, the faculty has a member of ICMA which aims advancing professional local government through leadership, innovation, and ethics (see Annexe 57). Another important factor for internalisation in our aim is to students' international collaboration and mobilisation. For instance, the psychology department has launched various international projects, such as "Psychology Around the World" (PAW), in which students from different universities around the world meet and exchange information (see Annexe 58). The number of countries in the PAW project increased from three to four in 2022. Each department has an Erasmus representative who works in proximity with the university-wide Erasmus Office that plays a major role in the university's internationalization program. In 2022, three of Political Science and IR's students benefited from international internship opportunities (see Annexe 59), alongside two of its faculty members benefited from Teaching mobility (see Annexe 60). They gave lectures in Germany and Greece.					
Kanıtlar:	Annexe 57: International membership example Annexe 58: PAW Participation Protocol Annexe 59: International Internship Example Annexe 60: Teaching Internalisation Example					
A.5.2. Uluslararasılaşma kaynakları		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The faculty has no independent financial and physical resources for internalisation other than university wide programmes and personnel resources..					
Kanıtlar:						
A.5.3. Uluslararasılaşma performansı		1	2	3	4	5

Değerlendirmeye Yönelik Açıklama:	The department has research programs monitoring the degree of success for the internationalization activities (see Annexe 61).
Kanıtlar:	Annexe 61: Research Report on Students' Cultural Sensitivity Development

B. EĞİTİM VE ÖĞRETİM

Birimin eğitim-öğretim sürecinin değerlendirmesinin yapılması beklenmektedir. Eğitim ve öğretim, Birimin sürekli gelişim odağı ile hedeflerinin ve bu hedeflerin kimler tarafından gerçekleştirileceğinin belirlendiği, eğitim-öğretim faaliyetlerinin gerçekleştirildiği, hedeflerin nitelik ve nicelik olarak izlenerek değerlendirildiği ve ulaşılan sonuçların kontrol edilerek ihtiyaç duyulan iyileştirmelerin yapıldığı bir süreç olarak ele alınmalıdır.

B.1. Programların Tasarımı ve Onayı

Birim, yürüttüğü programların tasarımını, öğretim programlarının amaçlarına ve öğrenme çıktılarına uygun olarak yapmalıdır. Programların yeterlilikleri, Türkiye Yükseköğretim Yeterlilikleri Çerçevesi'ni esas alacak şekilde tanımlanmalıdır. Ayrıca Birim, program tasarım ve onayı için tanımlı süreçlere sahip olmalıdır.

B.1.1. Programların tasarımı ve onayı		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The faculty has two undergraduate programmes. Each programme was designed by preparing program outcomes, establishing the relationship between TYYÇ & Program outcomes. There number of unique futures in the design of undergraduate programmes, exemplified in the Annexe 62					
Kanıtlar:	Annexe 62: Undergraduate Program Information Package					
B.1.2. Programın ders dağılımı ve dengesi		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	In all programmes of the faculty, the programme and course information packages have been prepared by considering the balance of structure and course distribution. There are also unique concentration and priorities withing the structure of curricula between the departments. While Political Science and International Relations has given the priority to the balance of field and profession knowledge and general culture courses, gaining cultural depth, opportunities to get to know different disciplines, Psychology department has focused to create its curriculum by taking the accreditation criteria of TPA, TYYÇ, and Bologna to determine the equilibrium of different types of courses. However, the results of these practices are not monitored.					
Kanıtlar:	Annexe 63: Political Science and IR curriculum Annexe 64: Political Science and IR course catalogue Annexe 65: Psychology Undergraduate Program Information Package Annexe 66: Psychology Undergraduate Course Catalogue					
B.1.3. Ders kazanımlarının program çıktılarıyla uyumu		1	2	3	4	5

Değerlendirmeye Yönelik Açıklama:	Each department ensures that the course outcomes matched with the program outcomes and displayed them in the related matrices by taking TYYYÇ into account. The departments also ensured the consistency between the institutional outcomes and program outcomes (see Annexe 67 , page 31 and Annexe 68 for Psychology; Annexe 69 for Political Science and IR).					
Kanıtlar:	Annexe 67: The Undergraduate Program Information Package of Psychology Department Annexe 68: An Example of Courses, PSYC101Essential Topics in Psychology I Annexe 69: Political Science and IR’ s TYYC matrices					
B.1.4. Öğrenci iş yüküne dayalı ders tasarımı		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	Each programme compliances with TYYYÇ and Bologna standards to the student workload and design of curricula. When creating the curriculum of the Department of Psychology, the department prepared the students’ workloads in each course and semester according to the Bologna standards (see Annexe 70 , page 37). Moreover, Political Science and IR has also founded its curriculum by taking Bologna standards. In 2022, Political Science and IR has updated to programme in line with TYYYÇ.					
Kanıtlar:	Annexe 70: Undergraduate Program Information Package of Psychology Annexe 71: Political Science and IR curriculum					
B.1.5. Programların izlenmesi ve güncellenmesi		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The compatibility of program outcomes and learning outcomes of each course has been determined and published in the course information package. The faculty has monitored the performance of program outcomes and take a measure to improve it. For instance, there are several updates in the information package and the course contents in 2022. However, there is no established monitoring system taking students perspective about the consistency of the course-workload and their assigned credits.					
Kanıtlar:	Annexe 72: An Example of Courses, PSYC101Essential Topics in Psychology I					
B.1.6. Eğitim ve öğretim süreçlerinin yönetimi		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The faculty works in close contact with the Education Committee of the University (see Annexe 73). Besides, one of our faculty has become the representative of the committee.					
Kanıtlar:	Annexe 73: An Example of Contact with the committee .					

B.2. Programların Yürütülmesi (Öğrenci Merkezli Öğrenme Öğretme ve Değerlendirme)

Birim, öğrenci kabullerine yönelik açık kriterler belirlemeli; diploma, derece ve diğer yeterliliklerin tanınması ve sertifikalandırılması ile ilgili olarak önceden tanımlanmış ve yayımlanmış kuralları tutarlı ve kalıcı bir şekilde uygulamalıdır.

B.2.1. Öğretim yöntem ve teknikleri		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	There are number of unique applications in the faculty to implement contemporary methodological and pedagogical advances. Besides, the department has built a model methods and pedagogical approach which has a strong potential for being an example for higher education at international level. For instance, our Psychology department has founded and developed the Flexible and Dynamic Learning with Critical Pedagogy (FDLCP), which uses a critical pedagogical approach as a teaching model. Based on this approach, AGU Psychology adapts its eight main program objectives and nine basic skills acquisitions and learning outcomes to its entire program. AGU Department of Psychology has an objective to provide another important innovation in the field of psychology in both Turkey and other countries (see Annexe 74). Unlike the existing psychology programs, their program follows Psychological Innovation and Impact on Social Problems (PIISP) in its curriculum. This model differentiates AGU Psychology from many other undergraduate programs at international level that prioritize mainly the theoretical teaching of psychology. This model enables and encourages students to take part in a wide range of projects that can be organized together with various public and private organizations, such as non-governmental organizations, health and education institutions, municipalities, professional chambers, medium- and small-scale enterprises, the various scale of corporations, as well as the national and international institutions supporting human-centred projects such as UNESCO, the United Nations, and Amnesty International. In a similar way, Political Science and IR defined its program objectives, basic skill acquisition, and learning outcomes to its entire program.					
Kanıtlar:	Annexe 74: Innovation and pedagogy of psychology department Annexe 75: Undergraduate Program Information Package of Psychology Annexe 76: Undergraduate Program Information Package of Political Science and IR					
B.2.2. Ölçme ve değerlendirme		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The departments in the faculty tries to engage in multiple assessment techniques in the measurement of the success of the students (syllabi examples are below), mostly through Canvas. Furthermore, available online platforms (evidence-based pedagogic approach) of the course books are integrated into the assessment of the students, such as					

	Pearson, Cengage, or McGraw-Hill. However, it should also be noted that this approach requires a financial investment that could be difficult to achieve in the upcoming years (with the increase of the quota of the department).					
Kanıtlar:	Annexe 77: An Example of Courses, PSYC101 Essential Topics in Psychology I Annexe 78: An Example of Courses, PSYC111 Orientation I: University Life & Scientific World.					
B.2.3. Öğrenci kabulü, önceki öğrenmenin tanınması ve kredilendirilmesi*		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	Both departments in the faculty have credit transfer and transfer committees that follow the specified regulations of the university (see Annexe 80). As per the strategic plan of the department, the department also welcomes international students with 10% of the department's present total quota (see Annexe 79).					
Kanıtlar:	Annexe 79: Department Strategic Plan Annexe 80: Example of Department Credit Transfer Committee					
B.2.4. Yeterliliklerin sertifikalandırılması ve diploma		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The faculty has followed the university regulation to defined criteria and processes for the recognition and certification of diplomas, degrees and other qualifications. The departments have clear graduation and curriculum requirements defined in the undergraduate program information package (see Annexe 81 , page 19-21).					
Kanıtlar:	Annexe 81: An Example of Undergraduate Program Information Package					

B.3. Öğrenme Kaynakları ve Akademik Destek Hizmetleri

Birim, hedeflediği nitelikli mezun yeterliliklerine ulaşmak ve eğitim- öğretim faaliyetlerini yürütmek için uygun altyapıya, kaynaklara ve ortamlara sahip olmalı ve öğrenme olanaklarının tüm öğrenciler için yeterli ve erişilebilir olmasını güvence altına almalıdır. Kurum öğrencilerin akademik gelişimi ve kariyer planlamasına yönelik destek hizmetleri sağlamalıdır.

B.3.1. Öğrenme ortam ve kaynakları		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The departments in the faculty has used the existing resources of the University in terms of infrastructure, and it is also open to any improvements that can facilitate the learning environment, such as using the HyFlex classes effectively (see Annexe 82). However, the ineffectiveness of Hyflex classes, not many faculty continue to use Hyflex classes in 2023. Findings obtained from research/learning and student-centered teaching approach practices that enable active and interactive student participation in learning-teaching processes, encourage up-to-date,					

	interdisciplinary work, are systematically monitored and evaluated together with stakeholders, and measures are taken according to the results of the monitoring (see Annexe 83). The necessary support by AGU-CELT for faculty members who need support for their educational activities as a result of the evaluation processes based on student satisfaction and success, AGU-CELT training has been carried out with the high participation of faculty. Regarding infrastructure of the applied learning, the faculty also demanded five labs for Psychology department in 2021. However, the endeavour of five labs was not achieved in 2022, yet only one lab has been approved, which still in working progress.					
Kanıtlar:	Annexe 83: A welcome letter to the class Annexe 82: Hyflex Information Sharing					
B.3.2. Akademik destek hizmetleri		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The departments in the faculty define one of each academic advisors for each cohort. Advisors are available and approachable by the students. There is also unique support mechanism in Psychology department that the department has assigned two independent advisors for each cohort as academic and program advisors. However, two independent advisors could not be achieved or some sudden changed the assigned advisor for some cohort due to the restriction of workload over the faculty research agenda. Therefore, quality monitoring is necessary to improve the initial aim for advisory system.					
Kanıtlar:	Annexe 84: An Introduction AGU Psychology to Prospective Students					
B.3.3. Tesis ve altyapılar		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The faculty actively uses the existing resources of the University in terms of infrastructure. There are no independent physical resources, allocated to the faculty.					
Kanıtlar:						
B.3.4. Dezavantajlı gruplar		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The faculty has a leading effort to support disadvantaged students. However, there is no institutionalised mechanism to record and monitor for the students in disadvantaged groups. Both vice deans of the faculty have become the joint head of the Social Equality and Diversity Committee. Also, the departments adopt the principle of equality amongst all in its program outcomes (see Annexe 85, page 31). It has Ethical Principles Working Group which addresses various issues, including disadvantageous groups. Therefore, the faculty					

	has improved and strong potential to leading new initiatives for students from disadvantaged groups.
Kanıtlar:	Annexe 85: Undergraduate Program Information Package Annexe 86: Ethic Commission and Leadership
B.3.5. Sosyal, kültürel, sportif faaliyetler	1 2 3 4 5
Değerlendirmeye Yönelik Açıklama:	The faculty has prioritised the interaction of its students with the other local, national, and international students. There are numbers of event and activities, organised within the faculty, some of example as below
Kanıtlar:	Annexe 87: Faculty news Annexe 88: AGU PSY News Annexe 89: Political Science and IR News Annexe 88: Treasure hunt for Psychology students Annexe 89: International Relations and Strategy Games for POLS students Annexe 90: PAW Participation Protocol Annexe 91: National Psychology Student Association (TPÖÇG) Administrative Support Letter.

B.4. Öğretim Kadrosu

Birim, öğretim elemanlarının işe alınması, atanması, yükseltilmesi ve ders görevlendirmesi ile ilgili tüm süreçlerde adil ve açık olmalıdır. Hedeflenen nitelikli mezun yeterliliklerine ulaşmak amacıyla, öğretim elemanlarının eğitim-öğretim yetkinliklerini sürekli geliştirmek için olanaklar sunulmalıdır.

B.4.1. Atama, yükseltme ve görevlendirme kriterleri	1 2 3 4 5
Değerlendirmeye Yönelik Açıklama:	The faculty follows the AGU-wide policy to apply special criteria to grant appointments, re-appointments, and promotions. Even though these are the university-wide set of policies, the criteria for the departments in the faculty are crafted specifically to address the different needs and standards of social sciences. Since these regulations are applied to those who are in the process of appointment, re-appointment, or promotion, they are tracked regularly. The departments also engaged the improvement of the appointment and re-appointment criteria which has published in 2022. The departments also strategically aim to balance the teaching and research loads among its members. Any possible precautions are taken to ensure merit-based requirements in the department (prestructured oral exam sample).
Kanıtlar:	Annexe 92: Appointment and Re-appointment criteria
B.4.2. Öğretim yetkinlikleri ve gelişimi	1 2 3 4 5
Değerlendirmeye Yönelik Açıklama:	The findings obtained from the practices carried out to improve the

	teaching competence of the faculty members of the institution are systematically monitored and measures are taken by evaluating the results of the follow-up together with the stakeholders. Both departments in the faculty have an orientation program especially for its new members to teach specific software used for education and administration purposes. It also has a structural communication setup to share any advanced features of the software used by the department. Some of the members of the faculty have a high engagement in research on educational technologies which transfers various advanced educational application in the faculty (Annexe 93 and Annexe 94).
Kanıtlar:	Annexe 93: - Coymak, A. (2019). An Experimental Study of the Effect of Computer Assisted Learning on Metacognitive Performance Development in Psychology Teaching. <i>Contemporary Educational Technology</i>, 10(1), 94-105. Annexe 94: - Güzel, M. A., & Başokçu, T. O. (2023). Knowledge about others' knowledge: how accurately do teachers estimate their students' test scores?. <i>Metacognition and Learning</i>. https://doi.org/10.1007/s11409-023-09333-2 - Başokçu, O. T., & Güzel, M. A. (2020). Üstbilişsel İzleme ve Matematiksel Yeterlilikler: Bilişsel Tanı Modeli ve Sinyal Tespit Kuramı Yaklaşımı. <i>EĞİTİM VE BİLİM</i>, 46(205).
B.4.3 Eğitim faaliyetlerine yönelik teşvik ve ödüllendirme	
Değerlendirmeye Yönelik Açıklama:	The faculty has no additional applications other than the existing University-wide applications. However, the solidarity among faculty can be considered a strong asset of the department.
Kanıtlar:	

C. ARAŞTIRMA VE GELİŞTİRME

Birimin araştırma sürecinin değerlendirmesinin yapılması beklenmektedir. Araştırma süreci Birimin sürekli gelişim odağı ile hedeflerinin ve bu hedeflerin kimler tarafından gerçekleştirileceğinin belirlendiği, araştırma faaliyetlerinin gerçekleştirildiği, hedeflerin nitelik ve nicelik olarak izlenerek değerlendirildiği ve ulaşılan sonuçların kontrol edilerek ihtiyaç duyulan iyileştirmelerin yapıldığı bir süreç olarak ele alınmalıdır.

C.1. Araştırma Süreçlerinin Yönetimi ve Araştırma Kaynakları

Birim, araştırma faaliyetlerini stratejik planı çerçevesinde belirlenen akademik öncelikleri ile yerel, bölgesel ve ulusal kalkınma hedefleriyle uyumlu, değer üretebilen ve toplumsal faydaya

dönüştürülebilen biçimde yönetmelidir. Bu faaliyetler için uygun fiziki altyapı ve mali kaynaklar oluşturmali ve bunların etkin şekilde kullanımını sağlamalıdır.

C.1.1. Araştırma süreçlerinin yönetimi		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The following script from the previous years' HSS internal evaluation report is still valid for the departments: <i>“The HSS is composed of three very young departments: POLS, Psychology, and Sociology (SOC). Of these three young departments, the POLS is the oldest one and started admitting students in 2019. The Psychology Department admitted its first cohort of students in 2020, and the Sociology Department currently does not plan to admit students soon. This puts the role of research in a unique place. On the one hand, it should leave more room for research in theory, but on the other, it hinders the development of the necessary policy and strategy mechanisms in practice due to the lack of the number of staff members in the faculty and necessary time to do so. Despite the existence of such a framework (evidence below) and the faculty’s commitment to excellence (find evidence below for internationally proven individual careers of our faculty), we currently lack the mechanisms and applications to realize our goals.”</i> There is some improvement to accessing resources for faculty member in 2022. The faculty member has become eligible to apply BAP in this year, however, one application from the faculty has not been finalised for four months because of the technical difficulties in the unit.					
Kanıtlar:						
C.1.2 İç ve dış kaynaklar		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The faculty is provided with a highly limited level of physical, technical, and financial resources. Although the departments are highly motivated to construct research laboratories and lines of research, this motivation has not been answered yet by the administration. However, one laboratory for Psychology department has been approved and waiting announcement of allocated budget to set up the laboratory. The faculty was provided with no intra-institutional budget for research and development. In 2022, the faculty members have become eligible to apply, yet no BAP provided funding was allocated for research and development.					
Kanıtlar:						
C.1.3. Doktora programları ve doktora sonrası imkanlar		1	2	3	4	5

Değerlendirmeye Yönelik Açıklama:	The faculty does not offer any graduate-level degrees, and there is no existing short-term plan to do so. The faculty has a partial engagement to the master program, “Küresel Sorunlarda Politika Analitiği,” which has not accepted students in 2022.
Kanıtlar:	

C.2 Araştırma Yetkinliği, İş birlikleri ve Destekler

Birim, öğretim elemanları ve araştırmacıların bilimsel araştırma ve sanat yetkinliğini sürdürmek ve iyileştirmek için olanaklar (eğitim, iş birlikleri, destekler vb.) sunmalıdır.

C.2.1. Araştırma yetkinlikleri ve gelişimi		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The university does lack an institutional structure that would provide support programs for research and training its faculty. The faculty has no independent resource to support research activities within the faculty.					
Kanıtlar:						
C.2.2. Ulusal ve uluslararası ortak programlar ve ortak araştırma birimleri		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	There are no joint national or international programs in the faculty. However, the department of psychology has two educational and research collaborations. The first one, named Psychology Around the World (PAW), is an initiative aiming to connect researchers and students from various countries, such as the UK, Spain, and Turkey. The second one involves close research collaboration with the Laboratory of Intergroup Relations and Social Mind at Columbia University, New York as well as the Intergroup Relation Lab at Connecticut University. Apart from these collaborations, faculty members have various individual networks at national and international level.					
Kanıtlar:	Annexe 95: PAW Participation Protocol Annexe 96: The Laboratory of Intergroup Relations and Social Mind Annexe 97: Intergroup Relations Lab					

C.3. Araştırma Performansı

Birim, araştırma faaliyetlerini verilere dayalı ve periyodik olarak ölçmeli, değerlendirmeli ve sonuçlarını yayımlamalıdır. Elde edilen bulgular, kurumun araştırma ve geliştirme performansının periyodik olarak gözden geçirilmesi ve sürekli iyileştirilmesi için kullanılmalıdır.

C.3.1. Araştırma performansının izlenmesi ve değerlendirilmesi		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	Each department in the faculty monitors research activities through monthly updates on AVESIS (see Annexe 98 and Annexe 99). Besides, there is quarterly and yearly academic performance audit mechanism in the faculty (see Annexe 100 and Annexe 101). Research activities are appreciated by announced in weekly departmental meetings and published on the web page accordingly. However, there are no incentive mechanisms in the department. The department does not take a competitive approach to improve research activities, yet it values cooperation with fellow institutions.					
Kanıtlar:	Annexe 98: A View of PSY AVESIS Update Notification System Annexe 99: AVESIS Department Performance Monitoring Report Annexe 100: Annexe HSS Performance Monitoring Audit System Annexe 101: The Faculty Year Report for Academic Performance					
C.3.2. Öğretim elemanı/araştırmacı performansının değerlendirilmesi		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The audit system, explained above also provide detailed report to the academic performance for each researcher in the faculty (see the Annexe 100 and Annexe 101). Also, the departments have a mechanism to assign a task to its members to update research activities every first day of the month (see Annexe 102). Researchers also are encouraged to share their research updates in faculty meetings.					
Kanıtlar:	Annexe 102: A View of PSY AVESIS Update Notification System					

D. TOPLUMSAL KATKI

D.1. Toplumsal Katkı Süreçlerinin Yönetimi ve Toplumsal Katkı Kaynakları

Birim, toplumsal katkı faaliyetlerini stratejik amaçları ve hedefleri doğrultusunda yönetmelidir. Bu faaliyetler için uygun fiziki altyapı ve mali kaynaklar oluşturmali ve bunların etkin şekilde kullanımını sağlamalıdır

D.1.1. Toplumsal katkı süreçlerinin yönetimi		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	The faculty adopts its' social contribution policy from the university's social impact policies (click here for the social impact policy). The faculty's social impact strategy and objectives are based on the predictions of the AGU socio-technical university model (click here for Social Contribution Strategies and Objectives of the model). Each department has strategized social impact within their strategic plan (see Strategy 4 in Annexe 103).					
Kanıtlar:	Annexe 103: Department Strategic Plan					
D.1.2. Kaynaklar		1	2	3	4	5

Değerlendirmeye Yönelik Açıklama:	Other than the faculty members individual efforts and the university's existing infrastructure, we have no allocated resources.
Kanıtlar:	

D.2. Toplumsal Katkı Performansı

Birim, toplumsal katkı stratejisi ve hedefleri doğrultusunda yürüttüğü faaliyetleri periyodik olarak izlemeli ve sürekli iyileştirmelidir.

D.2.1. Toplumsal katkı performansının izlenmesi ve değerlendirilmesi		1	2	3	4	5
Değerlendirmeye Yönelik Açıklama:	In line with the faculty’s Strategic Plan, the activities for each department carried out in 2022 are as follows: Political Science and International Relations Department (see Annexe 105): 1- The workshop for developing a prevention programme to violence towards women 2- Political Science and International Relations Department activities Psychology Department (see Annexe 108) 1- Global challenges Section 04: Health and Well-Being from A Psychological Perspective: A Syllabus construction example for the community support project management 2- YEDAM Partnership Process Action Plan (2022) 3- Construction of the curriculum in such a way that 20% of the courses are directly related to the department’s social impact strategy 4- Engage in the national action plan of addiction prevention (SDG3) 5- Construction of a new GLB course (SDG3) 6- Activities related to Communication with Candidate Students (SDG4, SDG10) 7- Various in-service training (SDG3, SDG5, SDG8, SDG10) 8- Health-related public advice in cooperation with Turkish Red Crescent (SDG3) 9- Talk on gender equality in consideration of March 8 by Student SDG Hub (SDG5) 10- Seminar Series titled achievement during pandemic (SDG3, SDG16, SDG10) 11- Psychology Around the World (PAW) partnership activities (SDG17, SDG8, SDG4) 12- Seminar and workshop contribution at the European Union Youth Forum at Kayseri Chamber of Commerce (SDG13, SDG11, SDG3) 13- Departmental representation at “the 4 th National Action Plan of Elimination of Violence Against Women (2021-2025)” (SDG5, SDG17)					

	14- Arranging a public departmental seminar on disgust and psychopathology (SDG3, SDG16) 15- Arranging a meeting for bringing psychology students of AGU and Nuh Naci Yazgan University (NNY) together (SDG17, SDG4, SDG10) The performance of social impact has been monitored through AVESIS' social impact report. When possible, the success of the activities' aim has been assessed through surveys. The reports of the surveys are evaluated in faculty meetings.
Kanıtlar:	Annexe 104: Workshop for prevention of violence towards women Annexe 105: Activities of Political Science and IR Annexe 106: Global Challenges Course Structure for the Community Support Annexe 107: YEDAM Partnership Process Action Plan (2022) Annexe 108: AGU PSY News Annexe 109: Department Strategic Plan

SONUÇ VE DEĞERLENDİRME

Birimin güçlü yönleri ile iyileşmeye açık yönlerinin Liderlik, Yönetim ve Kalite, Eğitim ve Öğretim, Araştırma ve Geliştirme, Toplumsal Katkı başlıkları altında genel olarak değerlendirilip kısaca özet olarak sunulması beklenmektedir.

The strongest asset of the faculty of Humanities and Social Sciences is having well-qualified academic staff and retaining a high motivation to improve its educational, research, and social impact activities. However, such motivation was limited by various elements, for instance the launch of the Psychology undergraduate program by the CoHE (YÖK) before the completion of the infrastructural necessities and curriculum plans. Also, the constant increase in the student quota against the department's will; lack of administrative, financial, and physical resources and support become significant obstacles to achieving institutionalization and building required mechanisms. Besides, the low number of well-qualified academics in Turkey and the lack of benefit and salary levels in international competitive recruiting system of state universities in the fields limits the recruitment efforts for the faculty.

Despite the obstacles, the faculty aims to build a strong, institutionalized, and reputable faculty and departments in local, national, and international scientific communities.