



ISTANBUL AYDIN UNIVERSITY
EUROPEAN UNIVERSITY
ASSOCIATION

INSTITUTIONAL EVALUATION
PROGRAM

THE FOURTH YEAR FOLLOW-UP
REPORT

December 2021

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ABBREVIATIONS

AKEV	Anadolu Education and Culture Foundation
AREM	Psychological Counseling and Guidance Centre
Aydin TOMER	Turkish Language Teaching, Application and Research Center
BAP	Institutional Scientific Research Project Fund
CoHE	Council of Higher Education
CUP	Cambridge University Press
DIR	The Directorate of International Relations
EAIE	European Association for International Education
EBYS	Electronic Document Management System
ECTS	European Credit Transfer System
ENQA	European Association for Quality Assurance in Higher Education European Union
EUA	European University Association
EURAS	Eurasian Universities Union
EUSA	European University Sports Association
FEDEK	Science, Literature, Faculty of Science and Letters, Faculty of Languages, History and Geography Curriculum Programs Assessment and Accreditation Association
FTE	Full Time Equivalency
IAU	Istanbul Aydın University
IEP	Institutional Evaluation Program
ISSA	International Students and Staff Affairs
ISTKA	Istanbul Development Agency
JCI	Joint Commission International Accreditation
INTRANET	IAU Institutional Computer Network
MoU	Memorandum of Understanding
MÜDEK	Association for Evaluation and Accreditation of Engineering Programs
NAFSA	Association of International Educators
NGO	Non-Governmental Organization Research & Development
SWOT	Strengths-Weakness-Opportunities-Threats
THE	Times Higher Education
TÜBİTAK	The Scientific and Technological Research Council of Turkey
TTPYO	Technology Transfer and Project Management Office
UNESCO	United Nations Educational, Scientific and Cultural Organization
URAP	University Ranking by Academic Performance
THEQC	Turkish Higher Education Quality Council
QS EECA	Quacquarelli Symonds- Emerging Europe and Central Asia

EUA IEP Follow-up Process: Third Year Progress Report

This report summarizes the progress made in the academic year 2020-2021 in response to the recommendations mentioned in the EUA IEP Follow-up Report dated August 2017 and EUA Letter (August 2018) on the first progress report. Data and main content are based on the reports provided by the Quality and Strategy Development Office and the academic units, i.e. faculties, institutes, and schools.

EUA-IEP] We recommend IAU to keep working on a long-term vision on the development of the University's academic qualities. The institution needs to develop a stronger academic and institutional culture, with continuous quality-driven policies. The Team encourages IAU to make the enhancement of the human resource policy the core of its long-term Policies. In this context, important specific topics to be addressed are gender equality, international skills, a balanced age distribution, and career development opportunities for staff. The new improvements and developments under this title are summarized as follows:

1. IAU Strategic Plan for the period 2018-2022 has been s re-evaluated. IAU Strategic Plan for the period 2023-2027 is collectively being prepared under the coordination of the IAU Quality and Strategy Development Office.
2. https://kalite.aydin.edu.tr/?page_id=366&lang=en
3. IAU has gone through external evaluation by the Higher Education Quality Council of Turkey (THEAQC). The feedback report which has been mostly positive, has been published on the IAU website: <https://kalite.aydin.edu.tr/wp-content/uploads/2021/04/Izleme-Raporu.pdf>

The report includes all THEQC procedures and it is published in the web site of the Higher Education Quality Council.
<https://yokak.gov.tr/raporlar/MonitoringReportPublic?uniId=1098&termYear=2019>
4. The Process of Institutional Governance: IAU has initiated an external evaluation for Institutional Governance by the Higher Education Quality Council to reinforce the process of institutionalizing the management and administrative structure. https://kalite.aydin.edu.tr/?page_id=24 Rating Report and Compliance Reports were renewed.

Link for Compliance Report:

<https://kalite.aydin.edu.tr/wp-content/uploads/2021/12/IAU-English-Oct.-2018.pdf>
<https://www.aydin.edu.tr/tr-tr/iau->

[hakkinda/kurumsal/Documents/Kurumsal%20Uyum%20Raporu%202020.pdf](https://www.aydin.edu.tr/tr-tr/iau-hakkinda/kurumsal/Documents/Kurumsal%20Uyum%20Raporu%202020.pdf)

Link for Rating Report:

<https://kalite.aydin.edu.tr/wp-content/uploads/2021/12/IAU-English-Oct.-2018.pdf>

<https://kalite.aydin.edu.tr/wp-content/uploads/2019/07/Kurumsal-Y%C3%B6netim-Derecelendirme-Revizyon-Raporu.pdf>

<https://www.timeshighereducation.com/world-university-rankings/istanbul-aydin-university>

<https://www.topuniversities.com/universities/istanbul-aydin-university>

<https://www.umultirank.org/compare?trackType=compare&sightMode=undefined§ion=compareRanking&mode=likewithlike&instutionalField=true&pref-4=1&pref-4=2&pref-4=3&country=99&country=131&country=43&count&name=null&sortOrder=desc&sortC=overallPerformance>

5. Accreditation processes continue because of quality-focused development. The new academic program accreditations awarded are presented in Table 1. We are the only university in Turkey where all departments of Engineering Faculty are accreditation by MÜDEK.
6. Regarding gender equality, the academic staff gender ratio in 2020-2021 is as follows: Male academic staff 46.38%, female 53.62%. Average ratio of the increase of the number of female academicians is around 2.5% in the most recent year. Moreover, 49.37% of administrative staff is male and 50.63% is female. 52.03% of our students is male and 47.97% of students is female whereas the average in Turkey is 51.9% males. In terms of senior academic management, our rector is a woman. This is not very common in Turkey: the proportion of female rectors is only 8,5 %. The heads of 18 academic units are women. 22% of the deans are female academicians, which is a bigger proportion than the average in Turkey, namely 17, 8%. There are 394 female academicians, deans and rectors at Universities in Turkey. 3,94% of 10000 female practitioners are working as rectors and deans. There are 17 female rectors working at 207 universities in Turkey, one of them is rector at IAU.

EUA-IEP] We recommend IAU to give the students a more prominent role in the decision-making bodies.

The Head of Student Council continue to attend the IAU Senate meetings, Faculty Academic, and Executive Board Meetings regularly. The Executive Board is taking notes of the demands and improvement proposals of the student representatives who in turn collect them from students in the academic units. At the beginning of each meeting, the results and solutions to the points made at the last meeting are first shared and new issues are discussed. The students have top priority in

these meetings. During the pandemic period, The Tentative Coordination Board for organization of training activities has periodic meetings every week.

EUA-IEP] The feedback cycle on student surveys should be closed by providing the students with information on the outcome and the consequences of the survey.

The results of students' evaluation of courses and advising in the Academic Year of 2020-2021 and the measures taken by the deans continue to be announced to students by the Deans.

The student requests and complaints are also executive board meetings at a special web page called "we listen to you" at <https://feedback.aydin.edu.tr/>, promptly viewed and replied.

In the last academic year, a periodic board dedicated to the topic of improving student satisfaction levels took place with the participation of academic managers such deans, department chairs, full-time academic staff representatives, administrative office directors. Most of the board meetings took place with the participation of student representatives. The facilitators prepared an action plan by summarizing the policy recommendations of the workshops. It was submitted to the Rectorate. Periodic on-line national and international meetings with students and academicians were held during the Pandemic. A committee has followed feedbacks of these meetings including with questionnaires. Student hotlines and orange helping desk applications are additional feedback cycles.

EUA-IEP] We recommend IAU to provide appropriate facilities for student community activities.

New buildings are under construction with designated, physical area for student clubs and their activities. New additions to the physical area are presented in Table 2. The total open and closed area (277.502m²) of the Campus is 368.667m². Students have been supported at competitions, fairs etc. by IAU.

EUA-IEP] We recommend IAU to invest in institutional research which could take the form of benchmarking with similar institutions and to carry out data collection and analysis, as an evidence basis for strategy and improvement.

The CoHE has announced a comparative data driven report of foundation universities in Turkey. The Rectorate and IAU Quality and Strategy Development Office are currently analyzing this report for benchmarking. IAU Scientific Research Program has also supported infrastructure projects. Total funds of IAU are six time more than external sources.

EUA-IEP] We recommend IAU to further lower the teaching load, and improve the student/teacher ratio.

The ratio of students to full time teaching staff is presented in Table 3. The improvements on the issue continue. We rank first among foundation universities in terms of the number of faculty members.

EUA-IEP] We recommend IAU to implement policies to promote staff retention and career development. The nature of the academic work demands a certain level of flexibility in the working hours and the variety of tasks, and fair rewards for quality performance of academic staff.

- Academic contract period was extended from one-year contracts to longer-term contracts. Academic staff is evaluated based on the academic staff annual activity reports. A more detailed "Performance Evaluation Form" has been implemented starting from April 2019.
- Flexible working hours are being applied.
- The implementation of giving incentive awards for publishing and attending to the scientific meetings continue to be carried out via BAP funding. BAP funding now has increased award payments, which have more than doubled in value. BAP regulations have also been revised for more project support and for publishing high-quality papers.
- Continuous training programs are organized to increase the development of young academics in research, project preparation and article writing.

EUA-IEP] We recommend IAU to improve training programs to upgrade the teaching abilities.

- There is a new Teaching Commission headed by the former dean of Faculty of Education, which is preparing a program for professional career development of young academics.
- Trainer Training Programs on on-line courses are periodically organized at the beginning of each semester. A Plot projet was applied to extend the Hybrid blended learning system with more than 100 academicians at IAU.
- The university policy for supporting IAU staff for longer-term academic staff international mobility is extended from two weeks to four weeks.

EUA-IEP] We recommend IAU to experiment with new internship models with different time formulas, aiming to attract more companies, and evaluate a possible expansion to provide a similar offer to graduate programs.

- The number of students taking Work Placement course and the number of students employed by the Career Center in 2020-2021 are presented in Table 4.
- Each Faculty according to their own needs and sectorial possibilities designs the internship schedules.
- In order to enable our students to become entrepreneurs, support and continuous training are provided at the incubation center.

EUA-IEP] We recommend IAU to focus its research expansion on selective fields, in line with the mission and profile of the university, aiming at a sustainable growth in its research capacity.

- IAU has newly designated strategic research areas; they are presented in Table 5. The recent addition to this is to create new multidisciplinary linkages between Health Sciences and Engineering fields and to develop teaching and training abilities on online – face-to-face training design.
- IAU conducts intensive research on real world problems at research center and AKEV.

EUA-IEP] We recommend IAU to introduce quality assurance and performance measurements for research activities.

- The new Application and Research Centers are listed in Table 6.
- Development of the projects carried out in IAU over the last seven years provided by TTPYO is given in Table 7.
- With the aim of increasing multidisciplinary research and new linkages between ongoing research projects, each faculty has formed a research committee who report to the vice rectors, one for research and one for medical research.
- Performance indicator of academicians has been evaluated. It is followed by considering IAU Strategic Plan, CoHE and THEQC procedures.

EUA-IEP] IAU should increase the staff of the DIR, in order to provide the necessary support services for international students, according to the clear growth ambitions of IAU.

- Staffs employed in DIR-ISSA continue to support all international students. Moreover, interns and mentor students continue to support international student services in multidisciplinary departments for application and administration processes. We reach approximately 20-30% international students up every day. Under COVID Pandemics conditions, IAU Distance Learning Center supported all students and academicians with full materials, training programs.

EUA-IEP] We recommend IAU to work towards becoming a bilingual university through training programs and hiring policies. This includes a review of the current implemented strategies to enhance English language skills among the students and the staff. Attention should be given to study trajectories in English for selective fields of study, to give international and national students the possibility to study and do research in English from Bachelor to PhD levels.

- Foreign language skills continue to be prioritized for new hiring is of both administrative and academic staff in the Human Resources Department.

- English Preparatory School has initiated new international partnerships with Cambridge University Press (CUP). CUP will propose policy suggestions to be considered in the strategic plan.
- The "study abroad" options for students have been increased with the possibility to study one semester or one track of the English Preparatory Program abroad in the UK, US or Canada. Students and staff are also announced various English language programs abroad to attend on a voluntary basis. The second foreign language courses (such as Arabic, Chinese, French, German, Italian, Russian and Spanish etc.) are offered as free-of-charge elective courses. Students are also offered some scholarship opportunities to study abroad for the second foreign language based on international partnerships developed by the International Office.
- We have multilingual laboratories and technological collaborations in USA.

Other Improvements:

- Full time current international students' number is 3204 according to July 2021 records.
- For Erasmus mobility, the ratio of our academic staff attending to Erasmus+ Exchange Program to our total academic staff number is 1,3 % and the ratio of academic staff coming via Erasmus+ Exchange Program to our total academic staff number is 5,5%. The ratios of incoming and outgoing students are 1% and 0, 4% respectively. IAU is participating in new Erasmus + Capacity Building Projects, (Table 8).
- IAU has applied for TURQUALITY® project in 2019 to support its internationalization efforts. TURQUALITY® project, initiated by the Turkish Ministry of Economics, is an accreditation system, which is designed not only for elevating the beneficiary institutions to the level of international benchmarks, but for also creating awareness on the internationally accepted values. As a “national brand-building program”, TURQUALITY®’s goal is to facilitate and support the success of Turkish brands on international arena. To support companies in their brand-building efforts, TURQUALITY® helps them to develop essential capabilities, competences, skills and resources necessary to fulfill such a complex commitment through both group and individual activities. Higher Education institutions have been included in the program in 2017 and IAU is the second university that is approved to apply to the project. Our annual working program has been focused on launching to the new projects.

➤ Rankings

IAU, in THE Impact Rankings, which evaluates the contribution of universities to society; In the fields of "End Poverty" and "Renewable Clean Energy", it was among the top 3 foundation universities in Turkey and among the top 300 in the world rankings. In the field of Gender Equality, it was ranked in the top 10 among foundation universities and in the top 300 in the world.

THE Asia Awards:

In the competition organized by Times Higher Education, the institution made it to the finals in the "best workplace" category.

QS EECA 2020

In the list where 1000 universities are evaluated, Istanbul Aydın University (İAÜ) ranked among the first 300 universities in the Emerging Europe and Central Asia (EECA) list. While IAU was among the top 300 universities in the 'QS EECA 2020' ranking, in which QS evaluates Developing European and Asian countries, it was ranked 1st among Turkish Foundation Universities in the 'International Student' category.

URAP

Istanbul Aydın University performed by URAP "2019-2020 World Ranking Areas" of the "Education" category ranks second among universities in Turkey. The institution is ranked as 255th among the world universities.

US News & World Report

The "World's Best Universities" ranking prepared by the US News & World Report website has been announced. In the 2019 ranking, Istanbul Aydın University ranked 480th in the world in Physics.

IAU has awarded 4384 Master and Doctorate degrees in Social/Science and Art Humanities. Total number of awarded doctorate degrees is 132. Currently, it has a total number of 3741 students studying for Masters and Doctorate degrees.

List of Programs at the Institute of Graduate Studies:

- Distance Education Programs
- Social Programs
 - Education Programs
 - Communication Programs
 - Law Programs
 - Art Programs
 - Psychology Programs
 - Science And Literature Programs
 - Economic And Administrative Sciences Programs
- Health Programs
 - Dentistry Programs
- Science Programs

- Engineering Programs
- Architecture Programs

References:

- <https://kalite.aydin.edu.tr/en/quality-policy>
- <http://www.aydin.edu.tr>
- <https://kalite.aydin.edu.tr/wp-content/uploads/2021/05/2019-2020-FR.pdf>
- <https://kalite.aydin.edu.tr/wp-content/uploads/2021/05/37f2757a-a336-4064-8aca-3b2b9506c0ec.pdf>
- <https://www.aydin.edu.tr/en-us/akademik/lisansustu-egitim-enstitusu/Pages/default.aspx>

Table 1- Academic Accreditations (2017-2024)

Academic Unit	Department/Program	Accreditation	Expiry Date
Faculty of Dentistry Oral Health Application and Research Center	Faculty of Dentistry	Joint Commission International Accreditation (JCI)	2022
Faculty of Sciences and Literature	Turkish Language and Literature	FEDEK	2021
Faculty of Sciences and Literature	Psychology	FEDEK	2021
Faculty of Sciences and Literature	English Language and Literature	FEDEK	2021
Faculty of Engineering	Computer Engineering (English)	MÜDEK and EUR-ACE Label	2021
Faculty of Engineering	Electrical and Electronic Engineering (English)	MÜDEK and EUR-ACE Label	2021
Faculty of Engineering	Industrial Engineering (English)	MÜDEK and EUR-ACE Label	2022
Faculty of Engineering	Food Engineering	MÜDEK and EUR-ACE Label	2022
Faculty of Engineering	Civil Engineering	MÜDEK and EUR-ACE Label	2021
Faculty of Engineering	Software Engineering (English)	MÜDEK and EUR-ACE Label	2021

Table 1- Academic Accreditations (2017-2024), (Cont.)

Academic Unit	Department/Program	Accreditation	Expiry Date
Faculty of Engineering	Mechanical Engineering (English)	MÜDEK and EUR-ACE Label	2021
Faculty of Engineering	Textile Engineering	MÜDEK and EUR-ACE Label	2021
Faculty of Education	Elementary Education	EPDAD	2023
Faculty of Education	Preschool Teacher Education	EPDAD	2023
Faculty of Education	Turkish Language Education	EPDAD	2022
Faculty of Education	Computer and Instructional Technologies Education	EPDAD	2022
Faculty of Education	English Language Teacher Education	EPDAD	2022
School of Foreign Languages	Preparatory School	PEARSON ASSURED	2020
Faculty of Health Sciences	Audiology	SABAK	2021
Anadolu BİL Vocational School of HE	Aviation Technologies	DGCA/SHGM Certificate	2024
Faculty of Communication	Public Relations and Publicity	İLEDAK	2021

Table 2- Total Changes in Campus Facilities

Items	2013-2014 (m ²)	2015-2016 (m ²)	2016-2017 (m ²)	2017-2018 (m ²)	2019-2020 (m ²)	2020-21 (m ²)
Library	450	3.175	4.525	7.520	9.521	9.757
Labs & Workshops	10.822	14.188	14.188	20.283	19.803	19.321
Offices for academic staff	12.070	14.800	14.800	23.512,63	11.043	11.338
Total classrooms	18.333	21.269	22.234	74.946	40.476	39.545
Social facilities (cafeteria, gyms, etc.)	4.437	4.907	5.872	9.646	17.603	18.174
Total	46.112	58.339	61.619	116.996	98.446	98.135
Other (offices for student clubs, conference halls, university hospital, pedagogical center, medico center, technical control centers, refreshing areas, parking areas, university book stores etc.					179.056	142.189
General Total (closed area)					277.502	240.324
General Total (open area)					91.165	140.399

Table 3- Ratio of Students to Full Time Teaching Staff (*)

Faculty/School	Student/Teaching Member Ratio (2017-18)	Student/ Teaching Member Ratio (2018-19)	Student/Teaching Member Ratio (2019-20)	Student/Teaching Member Ratio (2020-21)
Anadolu BIL Vocational School of HE	41,4	19,97	27,46	33,3
Vocational School of Justice	36,4	23,43	33,20	27
Vocational School of Health Services	59,9	20,06	30,10	41,69
Faculty of Education	32,6	18,78	18,29	20,60
Faculty of Arts and Sciences	24,3	15,4	14,11	13,98
Faculty of Fine Arts	28,2	13,32	17,78	20,02
Faculty of Law	40,1	23,59	30,23	27,16

Faculty of Engineering	34,4	25,99	20,83	24,16
Faculty of Architecture	56,7	11,86	38,06	34,22
Faculty of Economics and Administrative Sciences	30,4	17,87	16,77	17,88
Faculty of Communication	33,1	17,07	23,03	22,77
Faculty of Dentistry	6,6	7	9,16	10,48
Faculty of Health Sciences	31,8	15,11	21,06	24,08
School of Foreign Languages	20,6	17,17	3,27	18,94
Faculty of Medicine		1,65	2,39	3,57
Preparatory School	16,5	12,12	23,56	25,38
Faculty of Sport Sciences	-	-	16,45	17,86
School of Applied Sciences	-	-	22	8,73
Average	32,87	16,27	20,43	16,6

(*) The student numbers are equal to actively registered students. The number of full time academic staff is considered.

Table 4- Number of Students on Job Training Programs, 2020-2021

2020-2021 Academic Year Career Center	Number of Students who participated in Job Training Course	Number of Students who are enrolled by Career Center
2020/2021 Winter	4673	626 (Courthouse and Health Facilities)+40 (other companies)
2020/2021 Spring	6961	1218 (Courthouse and Health Facilities) + 77 (other companies)

2017 year graduates (numeric data as of May 2017)

Total Number of Graduates: 6645

The number of Graduates who filled out CVs: 5265

The number of Graduates who confirmed that they work 1325

The number of Graduates continuing their education: 19

The number of Graduates not willing to work: 106
The number of Graduates who could not be contacted after calling twice: 2258

2018 year graduates (numeric data as of August 2019)

Total Number of Graduates: 5877
The number of Graduates who filled out CVs: 4974
The number of Graduates who confirmed that they work: 1899
The number of Graduates continuing their education: 134
The number of Graduates not willing to work: 226
The number of Graduates who could not be contacted after calling twice: 2043

2019 year graduates (numeric data as of August 2020)

Total Number of Graduates: 5513
The number of Graduates who filled out CVs: 4192
The number of Graduates who confirmed that they work: 1774
The number of Graduates continuing their education: 150
The number of Graduates not willing to work: 306
The number of Graduates who could not be contacted after calling twice: 1335
The number of Graduates whom willing to work: 2401
Graduate job placement average: 74%

Note: Figures are one year later of student's graduation.

2020 year graduates (numeric data as of August 2021)

Total Number of Graduates: 6936
The number of Graduates who filled out CVs: 5636
The number of Graduates who confirmed that they work: 2449
The number of Graduates continuing their education: 321
The number of Graduates not willing to work: 541
The number of Graduates who could not be contacted after calling twice: 1533
The number of Graduates whom willing to work: 792
Graduate job placement average: %75,56

Table 5- IAU Strategic Research Areas

AREA	Thematic Field	Faculties/Departments
Health	Health Innovation and Bio-medical	Faculty of Medicine
		Dentistry
		Engineering
	Health Tourism	Faculty of Medicine Hospital
		Dental Clinics
		Business Administration
Engineering	Food Supply and Security	Food Engineering
		Mechanical Engineering
		Software Engineering
		Business Administration
	Energy Security and Efficiency	Electrics and Electronics Engineering
		Mechanical Engineering
		Economics
	Software and Cyber Security	Software Engineering
		Computer Engineering
		Law
Social Sciences	Innovative Educational Technologies	Faculty of Education Faculty of Art and Sciences
	Science And Society	Faculty of Education
		Faculty of Art and Sciences
	International Energy Law and Finance	Faculty of Law
		Economics
		International Relations

Table 5- IAU Strategic Research Areas (cont.)

AREA	Thematic Field	Faculties/Departments
Art and Design	Creative Industries Spatial Designs	Faculty of Art and Sciences
		Faculty of Engineering
		Faculty of Architecture
		Graphic Design
		Jewelry Design
Education	Hybrid (Online-Face to Face Training Design)	Faculty of Education
Climate change and renewable energy	Joint project work on high-quality healthcare, green and digital transitions, developing innovative collaboration.	Engineering, Economics and Administrative Sciences, TTPYO

Table 6- New Application and Research Centers as of 2019-2021^(*)

No	Application and Research Centers	Year
1	Disaster Training Application and Research Centre (AFAM)	2013
2	Africa Application and Research Centre (AFRİKAM)	2013
3	Dentistry Oral Health Application and Research Centre	2011
4	Ataturk's Principles and History of the Turkish Revolution Application and Research Centre	2008
5	Occidental Studies Application and Research Centre	2014
6	Environment and Human Health Application and Research Centre	2015
7	Chinese Studies Application and Research Centre	2016
8	Children's Education Application and Research Centre	2013
9	Educational Science and Technologies Application and Research Centre (EBTAM)	2014
10	Industry 4.0 Application and Research Centre	2017
11	Energy Politics and Markets Application and Research Centre (EPPAM)	2009
12	Disability Studies Application and Research Centre (EYPRO)	2012
13	Food Application and Research Centre	2016
14	Global Peace and Democracy Application and Research Centre	2013
15	Astronomy Application and Research Centre	2016
16	Advanced Studies Application and Research Centre	2014
17	Career Development Application and Research Centre	2015
18	Institutional Management and Sustainability Application and Research Centre	2018
19	Middle East and Caucasus Application and Research Centre	2008
20	Assessment and Evaluation Application and Research Centre	2018
21	Personal Documentation and Professional Testing Application and Research Centre	2014
22	Health Service Policy Application and Research Centre	2015
23	Health Application and Research Centre	2013
24	Defense Industry and Technologies Application and Research Centre	2017
25	Cyber Security Application and Research Centre	2018
26	Educational Science, Technology and Mathematics Application and Research Centre	2015
27	Lifelong Learning Education Application and Research Centre (SEM)	2010
28	Aydın Teaching Turkish Language Application and Research Centre (AYDIN TÖMER)	2011

Table 6- New Application and Research Centers as of 2019-2020 (*) (cont.)

No	Application and Research Centers	Year
29	Turkish Studies Application and Research Centre (TAM)	2008
30	Social Studies Application and Research Centre (TARMER)	2013
31	National Security and Strategy Application and Research Centre (USAM)	2012
32	Distance Learning Application and Research Centre (UZEM)	2008
33	New Media Application and Research Centre (YMUAM)	2017
34	Talent Management Application and Research Centre	2017
35	Higher Education Application and Research Centre	2015
36	Blockchain Research and Application Center	2020

(*) The appointed university research coordinator has coordinated all Application and Research Centers. Each center has one vice-director and one-or two Research assistants.

Table 7- Projects carried out in IAU provided by TTPYO, 2013-2021 (*)

Projects	2013	2014	2015	2016	2017	2018	2019	2020	2021
Scientific R&D projects (COST, EU, NSF etc.)		2	2	3	4	35 (*)	39(*)	10	60
R&D projects carried out within the scope of university-industry collaborations	3	5	6	7	10	1	5	2	4
Social responsibility projects	5	6	6	8	12	15	15	12	6
Other Projects (BAP)	3	5	6	7	2	1	2	43	12
Total	11	18	20	25	28	37	61	67	82

(*) Including applications of project.

**Table 8- Ongoing Erasmus+ Projects- Capacity Building and Strategic Partnership
Projects IAU is partner**

RESCUE- Refugees Education Support in MENA Countries
FRIENDS- Furthering Intl Capacities & Intercultural Engagement in Asia
TC-Nurse: Transcultural Nursing-A European Priority
INSPIRE- INnovative Governance Practices in the Higher Educations Institutions in IRaq