

İSTİNYE UNIVERSITY
OPERATING PRINCIPLES OF THE BOLOGNA COORDINATION COMMISSION

SECTION ONE

Purpose, Scope, Basis and Definitions

Purpose and Scope

ARTICLE 1- (1) This document aims to set the principles for the structuring and operation of the Bologna Coordination Commission to be established in Istinye University. Work to be undertaken to restructure the European Higher Education Area within the framework of the Bologna process, regarding the European Credit Transfer System-ECTS / Diploma Supplement-DS, Recognition, Quality Assurance, Qualifications, Learning Outcomes, Mobility, Student Participation, and Social Dimension, shall follow these principles.

Basis

ARTICLE 2- (1) These Principles were prepared on the basis of the Council of Higher Education's Decision numbered 2008.22 and dated November 20, 2008 on “The Creation of Bologna Coordination Commissions in Institutions of Higher Education and the Duties and Operating Principles of These Commissions.”

Definitions

ARTICLE 3- (1) As used in these Principles, the following terms have the following meanings:

a) European Higher Education Area (EHEA): This is the higher education organization of European countries, initiated with the joint declaration of the Ministers of Education of countries participating in the Bologna process on June 19, 1999, to create national higher education systems that meet the economic and social needs of the European community, have common reference points, and are easy to understand and compare, to improve coordination and mobility between institutions of higher education and the employability of their graduates, and thus to underline the European dimension in education, at the same time preserving the characteristic features of institutions of higher education and the differences between higher education systems at the European level.

b) Bologna Process: This is a process initiated by the joint declaration of the Ministers of Education of 29 countries on June 19, 1999 to create the “European Higher Education Area,” planned to be completed in 2010.

c) European Credit Transfer and Accumulation System (ECTS): This is an accreditation system that aims to facilitate credit transfers and student mobility between European countries and increase transparency of education systems, and assigns 60 credits to the amount of time spent by a learner in an academic year (workload) to achieve the learning outcomes of a teaching program.

c) Diploma Supplement (DS): This is a document that supplements the diplomas of students who graduate from an institution of higher education and provides information about the nature, level, contents, and scope of the program graduated from, within the framework of a model developed by the European Commission, Council of Europe, and the European Center for Higher Education (UNESCO/CEPES) to improve international transparency and facilitate the recognition of academic and professional qualifications.

d) Recognition: This term refers to the acceptance, by the student's own institution of higher education, of the period of study the student successfully completes at another institution.

e) Quality Assurance: This term refers to all planned and systematic work undertaken to provide assurance that an institution of higher education and/or education program(s) fully comply with quality/performance processes consistent with the internal and external quality standards defined in the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

f) Qualification: This term refers to a printed diploma or certificate-like document issued by a competent authority that confirms the successful completion of a recognized higher education program and the achievement of the learning outcomes of that program.

g) Learning Outcomes: This term refers to what the learner will know, understand, and be able to do after the successful completion of a learning period.

h) Mobility: This term refers to students, academic staff, or administrative staff continuing their studies or work in a different city/country for a certain period of time by participating in a national or international exchange program.

i) Student Participation: This term refers to students playing an active role as stakeholders in the Bologna process.

i) Social Dimension: This term refers to ensuring that students have equal access to higher education and other opportunities provided.

j) Turkey Bologna Follow-up Group: This is a group created by relevant stakeholders to support the planning, implementation, and coordination of activities within the scope of the Bologna Process at the national level.

k) Academic Evaluation and Quality Improvement Committee (AEQI): This term refers to “Academic Evaluation and Quality Improvement Committees” to be established within institutions of higher education to assume responsibility for the coordination and supervision of internal and external quality assurance processes.

l) Bologna Coordination Commission (BCC): This term refers to commissions to be established within institutions of higher education to supervise the restructuring and sustainable development of Bologna-related activities.

m) Coordination Committee of IstinYE University Bologna Coordination Commission (ISU-BCC): This is the committee selected by ISU-BCC from among its members to assist ISU-BCC, provide support and make recommendations regarding technical details and issues that require expertise, and in this context develop relationships and cooperate with sub-commissions regarding issues of expertise and technical details.

n) Sub-Commissions of IstinYE University Bologna Coordination Commission (ISU-BCC): These are sub-commissions created by ISU-BCC to conduct specialized work on issues related to the mandate of the Commission as needed.

o) Turkish Higher Education Qualifications Program: The Turkish Higher Education Qualifications Program refers to a system, recognized by national and international stakeholders, that brings related qualifications together in an ordered structure.

Founding of IstinYE University Bologna Coordination Commission (ISU-BCC):

Article 4- (1) IstinYE University has established a Bologna Coordination Commission (BCC) to supervise the restructuring and sustainable development of Bologna-related activities.

Commission Members and Chair

ARTICLE 5- (1) The Bologna Coordination Commission (BCC) consists of the following permanent members to be appointed by the Rector of IstinYE University:

- a)** Vice Rector(s) Responsible for Education and/or International Relations
- b)** AEQI Chair
- c)** Bologna Expert (if available)
- ç)** ECTS/DS and Erasmus Coordinator(s)
- d)** Director of Student Affairs Department
- e)** Student Council President
- f)** Other members deemed appropriate by the Rector

The Rector shall appoint a faculty member from within the Bologna Coordination Commission (BCC) as its Chair.

Meetings

Article 6- (1) Bologna Coordination Commission (BCC) meets upon the invitation of its Chair, and holds at least one evaluation meeting every semester, or as many as needed. Bologna Coordination Commission (BCC) can create working groups at lower levels as needed.

Duties of the Commission

Article 7- (1) Bologna Coordination Commission (BCC) has the following duties:

- a) Preparing and ensuring the implementation of Istinye University's "Annual Action Plan" on Bologna-related issues within the framework set by the Council of Higher Education, and submitting an "Institution Report" by the end of May of each year to the Council of Higher Education to serve as an input for the annual national report;
- b) Organizing systematic on-the-job training seminars for internal and external stakeholders regarding relevant legislation and implementation issues in the main fields of activity of the Bologna process; Taking the necessary actions for the adoption of Bologna Process practices by the academic boards of units and the institution;
- c) Evaluating past work and preparing future strategy;
- ç) Following and participating in the activities of the Council of Higher Education and agencies and organizations operating in the European Higher Education Area (such as European Association of Universities (EUA), European Association for Quality Assurance in Higher Education (ENQA), and European Association of Higher Education Institutions (EURASHE)), and leading internal preparations within the institution to this end;

Duties of the ISU-BCC Coordination Committee

ARTICLE 8- (1) Committee members are selected from BCC members. Duties of the ISU-BCC Coordination Committee are as follows:

- a) Monitoring the work of sub-commissions and working with sub-commission members;
- b) Coordinating the sub-commissions;
- c) Creating an "Institutional Education Plan" on the basis of educational needs defined by sub-commissions;
- ç) Informing the boards and committees of academic units to ensure that Bologna Process-related activities take root;
- d) Deciding on the "Bologna Strategy of the Institution" on the basis of recommendations from sub-commissions;
- e) Preparing the "Annual Action Plan" of the university;
- f) Evaluating past work and preparing future strategy;

g) Following and participating in the activities of the Council of Higher Education and agencies and organizations operating in the European Higher Education Area (such as European Association of Universities (EUA), European Association for Quality Assurance in Higher Education (ENQA), and European Association of Higher Education Institutions (EURASHE)), and leading internal preparations within the institution to this end;

h) Submitting the Bologna Coordination Commission (BCC) report to the Office of the BCC Chair by May 15 of every year.

The Establishment and Duties of Sub-Commissions

ARTICLE 9- (1) ISU-BCC creates sub-commissions to conduct specialized work on issues related to the mandate of the Commission as needed. The sub-commission elects one of its members to serve as the chair.

(2) The sub-commission may consult stakeholders on issue related to its mandate, or ask stakeholders to serve in the commission. ISU-BCC may form new and/or temporary sub-commissions in other fields or for other tasks as needed. ISU-BCC Sub-Commissions formed to this end work in the following fields:

a) Duties of the Sub-Commission on the Recognition of Diplomas and Degrees:

- 1) Monitoring the work conducted in units, recommending solutions to problems.
- 2) Creating a schedule for the work of sub-committees and reporting on their work.
- 3) Planning the activities required for ECTS and DS Label.
- 4) Providing guidance on the implementation of the European Credit transfer and Accumulation system (ECTS) in all associate's, bachelor's, master's, and PhD programs.
- 5) Evaluating the compliance of current diploma supplements with the norms of the Council of Europe, and European Center for Higher Education (UNESCO/CEPES), and submitting its opinions.
- 6) Providing guidance on the provision of Diploma Supplements (DS) by all associate's, bachelor's, master's, and PhD programs.
- 7) Monitoring the calls for applications for ECTS/DS Labels, and contributing to the preparation of the application file.

b) Duties of the Sub-Commission on Quality Assurance:

- 1) Following the activities of the European Union, the Council of Higher Education, and local / international universities, developing strategy recommendations.

- 2) Monitoring the work conducted in units, recommending solutions to problems.
- 3) Creating a schedule for the work of sub-committees and reporting on their work.
- 4) Developing strategy recommendations on equal access to high quality education.
- 5) Promoting student participation in the governance of higher education and developing recommendations to this end.
- 7) Supporting the widespread adoption of lifelong learning.
- 8) Working in cooperation with the Bologna Coordination Commission (BCC), the Sub-Commission on Higher Education Qualifications, and the Education Sub-Committee of the AEQI within the framework of Bologna Process principles and norms, and developing recommendations.
- 9) Submitting its opinions, together with the Sub-Committee on the Recognition of Diplomas and Degrees, on the stakeholder surveys to be conducted to assign ECTS credits.
- 10) Developing a method, together with the Sub-Committee on the Recognition of Diplomas and Degrees, to evaluate the surveys.
- 11) Assisting in the development of internal/external stakeholder questionnaires and their evaluation by units.
- 12) Supporting the preparation of applications for institutional accreditation.
- 13) Contributing to the preparation of Bologna Coordination Commission (BCC) report.

c) Duties of the Sub-Commission on Higher Education Qualifications :

- 1) Developing and continuously improving department/program learning outcomes targeted within the framework of the Turkish Higher Education Qualifications Program and relevant field qualifications.
- 2) Contributing to the process of creating the department/program learning outcomes, updating the same and ensuring the participation of students and other relevant stakeholders in the continuous improvement of the department/program learning outcomes.
- 3) Promoting curriculum design and course contents that are compatible with department/program learning outcomes, and their continuous improvement.
- 4) Ensuring the clear definition of course learning outcomes, as well as the ways in which and the extent to which they contribute to department/program learning outcomes.
- 5) Contributing to course design in terms of assigning credits and setting the total workload and relative durations of lectures, applied work, and other activities for students to be able to achieve the learning outcomes, by taking into account the credit and student workload ranges specified in the Turkish Higher Education Qualifications Program for every level of education.

6) Ensuring the design and implementation of measurement and evaluation processes to help see whether the course learning outcomes expected from departments/programs are achieved.

7) Monitoring the questioning of course learning outcomes through student surveys, and ensuring continuous improvement of relevant processes on the basis of the feedback received.

8) Questioning whether course learning outcomes are actually achieved by students through surveys of graduates and employees, and ensuring continuous improvement of relevant processes on the basis of the feedback received.

9) Associating this work with internal and external quality assurance activities.

d) Duties of the Sub-Commission on Student Participation and Social Dimension :

1) Following the activities of the European Union, the Council of Higher Education, and local / international universities, developing strategy recommendations.

2) Monitoring the work conducted in units, recommending solutions to problems.

3) Creating a schedule for the work of sub-committees and reporting on their work.

4) Making recommendations on educational needs in this field.

5) Developing strategy recommendations on equal access to high quality education.

Promoting student participation in the governance of higher education and developing recommendations to this end.

6) Supporting the widespread adoption of lifelong learning.

7) Developing a methodology to collect all socio-economic indicators/data that can be associated with access to education.

8) Recommending strategies that can be implemented at our university to contribute to the social, cultural, and economic development of society.

9) Creating proper studying and living conditions for students.

10) Providing consultancy and guidance services to students.

11) Identifying disadvantaged student groups and helping them get public support.

e) Duties of the Sub-Commission on Mobility :

1) Initiating, continuing, and improving mobility programs (Erasmus, Farabi, etc.), increasing the number of bilateral agreements, laying the required groundwork.

- 2) Initiating and managing potential cooperation with international partners.
- 3) Accommodating students and personnel who visit our university for study or research purposes, solving their problems, and helping them adapt to the university.
- 4) Coordinating with outgoing students and staff.
- 5) In addition to partnerships with other faculties, initiating and developing international scientific/educational relationships, and organizing and participating in various events in Turkey and abroad.
- 6) Managing and completing application processes for education and internship mobility, within the framework of the quotas set by the Rector's Office. 7) Requesting the IT Department to make the required updates in the relevant sections of the web page.

Establishment of Sub-Committees

Article 10 – (1) Sub-committees are established by ISU-BCC within Institutes, Faculties and Vocational Schools to assist the sub-commissions in their work. The sub-committees elect one of their members to serve as the chair. The sub-committees may create department/program working groups and assign members to these groups.

Effective Date

Article 11- (1) These Principles shall become effective on the date of their approval by the Senate.

Execution

Article 12- (1) The provisions of these Principles shall be executed by the Rector of Istinye University.