



DEU Faculty of Business AACSB ACCREDITATION Journey From 2018 to 2025

“Learn, Think, Progress”



T.C.
DOKUZ EYLÜL ÜNİVERSİTESİ
İŞLETME FAKÜLTESİ

AACSB

Association to Advance Collegiate Schools of Business

The image shows a multi-story building with a prominent spiral staircase on the left side. The staircase has orange railings and grey steps. A large white banner hangs from the upper floors, featuring the logo of Dorduz KPLUL University Faculty of Business, established in 1992. The banner also includes logos for Intel and other sponsors. To the right of the banner, a vertical banner reads "SCIENCE AGAINST WOMEN". The building has a light-colored facade and large windows. In the foreground, there are lush green plants. The text "Let the World Know You!" is overlaid in the center of the image.

Let the World Know You!

A group of graduates in blue and gold regalia are walking outdoors. A woman with long, wavy brown hair is in the center, smiling. To her left is a man in a white t-shirt, and to her right is a man in a white shirt and tie. Other graduates are visible in the background.

Your degree propels you forward.

**AACSB unlocks worldwide opportunities for
you.**

**Only 6% of
business schools
worldwide have
earned AACSB
accreditation.**

AACSB

**Graduates from AACSB-
accredited schools are
more satisfied with their
career choices and
lead to higher levels of
retention.**

Jalbert et al (2011),
Journal of Applied Business Research

**73% of CEOs
representing Fortune
100 companies
graduated from an
AACSB-accredited
school.**

2024 AACSB analysis of Fortune 500
and S&P 500 company data

**75% of the top
paid CEO's
graduated from an
AACSB-accredited
school.**

2024 AACSB analysis of Fortune 500
and S&P 500 company data



AACSB Accredited Schools in Turkey

- **Koç University**

College of Administrative Sciences and Economics

- **Bilkent University**

Faculty of Business Administration

- **İstanbul University**

Graduate School of Business

- **Sabancı University**

Sabancı Business School

- **Özyeğin University**

Faculty of Business Administration

- **Sakarya University**

Sakarya Business School



United for Excellence: DEU Business Collaborates with AACSB.

Global Quality Journey


The journey of DEU FoB towards achieving AACSB accreditation is approaching its final stages.

Effect on Your Future

Faculty Prepared for the Future,
Delivering Quality Education

Premium quality

Achieving excellence in teaching and learning.



AACSB the “Association to Advance Collegiate Schools of Business”


The global standard-setting body for business education, strengthening the world’s business schools through accreditation, thought leadership, and transformative learning.

WHY AACSB ACCREDITATION?

Less than 6 percent of business schools worldwide have obtained AACSB accreditation.

Top global organizations seek and recruit graduates from AACSB-accredited schools.

Employers want quality business graduates from reputable business schools—graduates they can trust to perform from day one. This is why choosing an AACSB-accredited business degree program is so important, as it ensures you gain the knowledge and skills employers demand.



AACSB-accredited schools are considered to be the best business schools in the world. Their undergraduate, master's, doctoral, and executive education programs have passed rigorous quality standards.

AACSB-accredited schools have better programs, better faculty, better students with higher overall GPAs, more international students, and more employers that recruit from them.

AACSB STANDARDS ARE GROUPED IN THREE THEMES

- **STRATEGIC MANAGEMENT AND INNAVATION**
- **LEARNER SUCCESS**
- **THOUGHT LEADERSHIP,ENGAGEMENT AND SOCIETAL IMPACT**

STRATEGIC MANAGEMENT AND INNOVATION

This section sets out the standards that guide business schools' processes for strategic planning, resource management, and maintaining financial health.

STANDARD 1

STRATEGIC PLANNING

The school should develop a comprehensive strategic plan, prepared with the participation of stakeholders, that sets priorities for resource allocation. This plan should clearly articulate the school's mission and be reviewed regularly. The social impact of the school should be clearly defined and how it will achieve this impact should be specified.

STANDARD 2

PHYSICAL, VIRTUAL, AND FINANCIAL RESOURCES

Physical resources include classrooms, laboratories, libraries and on-campus facilities, while virtual resources include online course platforms, digital libraries and software infrastructures. Financial resources consist of various income items such as student fees, government grants, research funds and donations. These resources are critical for the sustainability and development of the university.

STANDARD 3

FACULTY AND PROFESSIONAL STAFF RESOURCES

Faculty contribute to the intellectual and operational life of the school, while the academic and professional experience of members is important for teaching. This standard emphasises their impact on the quality of education

LEARNER SUCCESS

Schools should establish assessment processes and qualification targets to ensure that the curriculum is current and relevant, and that faculty members provide quality education.

STANDARD 4

CURRICULUM

The curriculum should reflect global perspectives, technological advances and innovation, developing competences, experiential learning and a continuous learning mindset in students.

STANDARD 5

ASSURANCE OF LEARNING

This standard requires schools to assure the quality of education by assessing the learning outcomes of their students and improving their curricula and teaching processes based on this data.

STANDARD 6

LEARNER PROGRESSION

This standard expects schools to provide the support needed for degree completion and post-graduation success and to provide clear and transparent processes for admission, degree progression and career development.

STANDARD 7

TEACHING EFFECTIVENESS AND IMPACT

This standard aims to ensure that faculty members develop their competence and teach effectively using up-to-date, innovative pedagogical methods.

THOUGHT LEADERSHIP, ENGAGEMENT AND SOCIETAL IMPACT

This section emphasises that quality business schools contribute to society through education, thought leadership and interaction with external stakeholders. Schools have a positive impact on society by producing intellectual contributions on business theory and practice. They also provide solutions to social, economic, and environmental problems, resulting in positive impacts consistent with their mission.

STANDARD 8

IMPACT OF SCHOLARSHIP

Standard 8 emphasises that the school's faculty develop thought leadership consistent with its mission by producing high quality intellectual contributions. The school should provide processes and resources to support these contributions and analyse the impact on society.

STANDARD 9

ENGAGEMENT AND SOCIETAL IMPACT

The School should contribute to the betterment of society through projects that are aligned with its mission and strategies, and foster student and faculty involvement by building relationships with external stakeholders.



Dokuz Eylul University Faculty of Business AACSB Accreditation Timeline

“Learn, Think, Progress”



2018

JANUARY

FoB started the AACSB accreditation process as a unit

SEPTEMBER

Membership application to AACSB

NOVEMBER

Membership application to AACSB approved

2019

JANUARY

The Faculty of Business hosted a meeting with the AACSB MENA region representatives and Business School deans. In Ege Region

FEBRUARY

A three-day workshop with the FoB accreditation committee to review the AACSB accreditation requirements.

MAY

The committee started to prepare the “Eligibility Report”

AUGUST

Eligibility approval received for AACSB application.

SEPTEMBER

Preparation of ‘Initial Self Evaluation Report (iSER)’ started.

NOVEMBER

Prof Thomas Cleff was appointed as our mentor.
Prof Cleff visited Faculty of Business

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2021

SEPTEMBER

The iSER studies conducted between January 2020 and September 2021 were completed and the report was submitted to the AACSB initial accreditation committee.

NOVEMBER

Initial Self Evaluation Report (iSER) was accepted by AACSB initial accreditation committee.

2022

SEPTEMBER

‘Progress Report 1’ prepared between November 2021 and September 2022 was submitted to the AACSB initial accreditation committee.

NOVEMBER

AACSB reported on the acceptance of the Progress Report 1 and provided suggestions for improvement.

2023

SEPTEMBER

'Progress Report 2' prepared between November 2022 and September 2023 was submitted to the AACSB initial accreditation committee.

NOVEMBER

AACSB reported on the acceptance of the Progress Report 2 and provided suggestions for improvement

2024

MAY

'Progress Report 3' prepared between November 2023 and May 2024 was submitted to the AACSB initial accreditation committee.

SEPTEMBER

Revisions that were asked by the AACSB IAC was reported as 'Progress Report 4' and was submitted to the AACSB initial accreditation committee.

NOVEMBER

Progress Report 4 was accepted and AACSB Initial Accreditation Committee reported that DEU FoB is ready for peer review campus visit

2025

JANUARY

‘Initial Accreditation Application’ has been submitted.”
Peer Review Team is assigned.

**FEBRUARY-
OCTOBER**

Preparation of ‘Self Evaluation Report’

2026

MARCH

CAMPUS VISIT: 22-25 MARCH 2026

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