



AACSB Standard 1: STRATEGIC PLANNING

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The Aim Of The Standard

1.1 The school maintains a well-documented strategic plan, developed through a robust and collaborative planning process involving key stakeholder input, that informs the school on resource allocation priorities. The strategic plan should also articulate a clear and focused mission for the school.

1.2 The school regularly monitors its progress against its planned strategies and expected outcomes and communicates its progress to key stakeholders. As part of monitoring, the school conducts formal risk analysis and has plans to mitigate identified major risks.

1.3 As the school carries out its mission, it embraces innovation as a key element of continuous improvement.

1.4 The school demonstrates a commitment to positive societal impact as expressed in and supported by its focused mission and specifies how it intends to achieve this impact.

Summary Of The Suggested Documentation

1.1. Maintenance of a Strategic Plan

- Provide the strategic plan of the business unit that encompasses the strategies and expected outcomes to be pursued by the school, consistent with the school's mission. The strategic plan should include a description of the mission, strategies, and expected outcomes, including how the mission is encapsulated in supporting statements.
- Describe processes for creating and revising the strategic plan, including a description of how internal and external key stakeholders both inform the plan and are kept abreast of progress toward meeting goals of the plan.
- Include in the plan strategies for promoting a high-quality learner experience and curriculum currency and relevancy.
- Include in the plan a discussion of the faculty management model, including recruitment, retention, and development of qualified faculty.

Summary Of The Suggested Documentation

1.1. Maintenance of a Strategic Plan

- Ensure the strategic plan clearly identifies the types (e.g., basic, applied, or teaching and learning) and priorities of intellectual contributions the school intends to produce consistent with its mission.
- Describe the focused nature of the mission for the school's stakeholders, relative to learners, employers, and other key stakeholders.
- Describe how the strategic plan and mission of the school relate to and support the strategic plan and mission of any larger organization of which it is a part.

Summary Of The Suggested Documentation

1.2. Monitoring of the Strategic Plan

- Summarize and document annual progress toward meeting goals of the strategic plan.
- Describe the risks that could impede the school's ability to fulfill its mission and the plan to mitigate these risks.
- Describe how the plan is shared with key internal and external stakeholders, identifying these groups specifically and how such key stakeholder input has been incorporated into the plan.

Summary Of The Suggested Documentation

1.3 Innovation

- Describe how the school's strategic plan encourages and supports innovation across all school activities, including faculty and staff hiring plans, curricular and co-curricular content and activities, interdisciplinary efforts, and technologies both employed within teaching and taught within the curriculum.

1.4 Societal Impact

- Include within the strategic plan how the school will allocate both human and financial capital to support the school's aspiration to make a positive contribution to society.
- Describe how the mission positively impacts society, business education, and the success of graduates.

Summary Of The Standard Report

- **Strategic Plan Development:** The Faculty of Business at Dokuz Eylül University maintains a comprehensive 2021–2025 Strategic Plan, aligned with the university’s vision, focusing on internationalization, industry alignment, sustainability, and research excellence, developed through a participatory four-stage process involving stakeholders like students, faculty, alumni, and industry partners.
- **Mission and Goals:** The plan articulates a clear mission to produce globally competent graduates, with measurable goals supported by Key Performance Indicators (KPIs) and annual progress reports to ensure alignment with institutional and stakeholder expectations.

Summary Of The Standard Report

- **Innovation Integration:** Innovation is embedded across activities, incorporating advanced technologies like AI and digital tools into the curriculum, promoting interdisciplinary research, and supporting faculty development through global programs such as Erasmus+.
- **Societal Impact:** The faculty prioritizes societal impact through initiatives like the EquBusiness Project for gender equality and INSPIRE for refugee entrepreneurship, allocating human and financial resources to enhance community engagement and graduate employability.
- **Monitoring and Communication:** Progress is systematically monitored through KPIs, risk analysis, and stakeholder feedback. Regular communication via annual reports, faculty meetings, and industry consultations ensures continuous improvement and transparency.



AACSB Standard 2: PHYSICAL, VIRTUAL, AND FINANCIAL RESOURCES

The Aim Of The Standard

2.1 The school effectively manages its **physical resources** to ensure a safe, functional, and mission-aligned learning environment.

2.2 The school strategically oversees its **virtual resources** to support accessible, secure, and high-quality educational experiences.

2.3 The school manages its **financial resources** responsibly and sustainably to ensure ongoing viability and support the school's mission and goals.

Summary Of The Suggested Documentation

2.1. Physical Resources

- Describe the space plan for classroom instruction, improvements to spaces and environments, and plans for future space enhancements and innovations.

2.2. Virtual Resources

- Describe the technology infrastructure the school maintains to support all mission-centric activities of the school for all modalities of instructional delivery, including technology used in both face-to-face delivery and digital learning.
- Describe the current and emerging technologies to which faculty have access to fulfill their teaching and research responsibilities
- Describe the training for professional staff to learn and implement new technologies to support learner success.

2.3. Financial Resources


- Describe how the school monitors its financial performance, manages risks, and ensures transparency and accountability in the use of funds.

Summary Of The Standard Report

- **Physical Infrastructure:** The Faculty of Business at Dokuz Eylül University operates within a 10,000-square-meter facility on the Tınaztepe Campus, equipped with 29 classrooms, a computer lab, a finance laboratory, a conference hall, and access to a nearby Central Library, fostering a personalized learning environment through small class sizes and an open-door policy.
- **Virtual Resources:** The faculty supports high-quality education with internet-equipped classrooms, the SAKAI learning management system for online and hybrid courses, and access to research databases like Web of Science and Scopus, with ongoing AI training to enhance faculty teaching and research capabilities.
- **Financial Stability:** Funded primarily by state treasury allocations, supplemented by tuition from the SUNY Dual Diploma Program and revolving funds from academic projects, the faculty maintains financial stability, though it faces risks from exchange rate volatility, mitigated by strategic budgeting and rectorate support.

Summary Of The Standard Report

- **Technology Upgrades:** Recent upgrades include SSD-equipped computers and plans for energy-efficient systems, ensuring a robust technological infrastructure to support mission-centric activities like internationalization and innovative teaching.
- **Stakeholder Support:** The faculty enhances learner success through professional staff training, alongside international network participation (e.g., Businet, NICE), aligning resources with the mission to produce globally competent graduates



AACSB Standard 3: FACULTY AND PROFESSIONAL STAFF RESOURCES

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The Aim of the Standard

3.1 The school maintains and strategically deploys sufficient participating and supporting faculty who collectively demonstrate significant academic and professional engagement that, in turn, supports high-quality outcomes consistent with the school's mission.

3.2 Faculty are qualified through initial academic or professional preparation and sustain currency and relevancy appropriate to their classification, as follows: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP). Otherwise, faculty members are classified as Additional Faculty (A).

3.3 Sufficient professional staff are available to ensure high-quality support for faculty and learners as appropriate.

3.4 The school has well-documented and well-communicated processes to manage, develop, and support faculty and professional staff over the progression of their careers that are consistent with the school's mission, strategies, and expected outcomes.

Summary of the Suggested Documentation

3.1 and 3.2 Faculty Sufficiency and Faculty Qualifications

- Provide the school's criteria for participating and supporting faculty, as well as SA, PA, SP, and IP faculty. Describe how these criteria align with the school's mission.
- The school should also provide a narrative that describes its strategy for deployment of an appropriate blend of qualified faculty across degree programs, locations, and modalities, and how that strategy assures high-quality outcomes.
- Provide a narrative describing instructional teaching models, such as lead teachers supported by teaching assistants, tutors, instructors, or other support staff. Describe the qualifications of those who support these instructional models. Provide evidence that describes how such models maintain high-quality outcomes and learner satisfaction.

Summary of the Suggested Documentation

3.3 Professional Staff Sufficiency

- Describe the professional staff structure for advising, career placement, IT support, faculty instructional support, library support, and faculty research support. Identify which resources are centralized and supported at the university level and which are maintained and supported within the school.
- Describe how the professional staff structure supports high-quality outcomes.

Summary of the Suggested Documentation

3.4 Faculty and Professional Staff Development

- Describe processes for determining performance expectations for faculty.
- Describe processes for orientation, guidance, and mentoring of faculty and professional staff.
- Describe evaluation, promotion, and reward processes, as well as ways that faculty are engaged in these processes.
- Describe how faculty and professional staff are provided with professional development opportunities to remain current in their field of instruction, and particularly with respect to the use of current and emerging technologies to deliver instruction.

Summary of the Standard Report

- **Faculty Sufficiency and Qualifications:** The Faculty of Business at Dokuz Eylül University maintains a robust faculty structure, with 95.5% Scholarly Academic (SA) and 96.8% combined SA, Practice Academic (PA), Scholarly Practitioner (SP), and Instructional Practitioner (IP) faculty, exceeding AACSB standards, ensuring high-quality teaching and research aligned with the mission of fostering entrepreneurship, internationalization, and sustainability.
- **Faculty Deployment:** Faculty are strategically deployed across degree programs, with 95.6% SA in Bachelor's, 90–100% SA in Master's, and 100% SA in doctoral programs. Teaching assistants and graduate assistants support faculty to enhance instructional quality and student engagement.

Summary of the Standard Report

- **Professional Staff Support:** The faculty employs sufficient professional staff (e.g., Faculty Secretary, IT, International Office) for administrative and academic support, supplemented by university-level resources like the Library and Distance Education Center, with ongoing recruitment to address staffing gaps.
- **Development and Evaluation:** Faculty and staff benefit from continuous professional development through workshops, international conferences (e.g., Businet, NICE Network), and AI-focused training, with performance evaluated via a transparent, point-based system tied to research, teaching, and service contributions.
- **Stakeholder Alignment and Recognition:** The faculty aligns with stakeholder needs through industry collaborations and student feedback, recognizing high-performing faculty at annual Academic Council Meetings, while working to establish a structured merit-based reward system.

AACSB Standard 4: CURRICULUM

The Aim Of The Standard

4.1 The school delivers content that is current, relevant, forward-looking, globally oriented, aligned with program competency goals, and consistent with its mission, strategies, and expected outcomes. The curriculum content cultivates agility in the use of current and emerging technologies.

4.2 The school manages its curriculum through assessment and other systematic review processes to ensure currency, relevancy, and competency.

4.3 The school's curriculum fosters innovation, experiential learning, and a lifelong learning mindset. Program elements that promote positive societal impact are included in the curriculum.

4.4 The school's curriculum facilitates meaningful learner-to-learner and learner-to-faculty academic and professional engagement.

Summary Of The Suggested Documentation

4.1 Curriculum Content

- Describe learning experiences appropriate to the areas listed in section 4.1 of the "Basis for Judgment," including how the areas are defined and how they fit into the curriculum.
- Consistent with the school's mission, describe how degree programs include learning experiences that develop competencies related to the integration of relevant technology.
- Provide a narrative description of current and emerging technologies for which graduates would be able to demonstrate a reasonable level of competency employed at each degree level (undergraduate, MBA, specialized master's, doctoral). Do not include ordinary and usual software programs, such as word processing or presentation software.

Summary Of The Suggested Documentation

4.2 Curriculum Management

- Describe governance related to curriculum management, including structure and activities of related committees or task forces.
- Describe how governance, processes, practices, or activities ensure curricular currency and foster innovation.

Summary Of The Suggested Documentation

4.3 Innovation, Experiential Learning, Lifelong Learning, and Sustainable Impact

- Describe innovations in curriculum, as they have occurred, concerning content, pedagogy, or delivery. Explain how these innovations demonstrate currency, creativity, and forward-looking curricula.
- Document experiential learning activities that provide business learners with knowledge of, and hands-on experience in, the local and global practice of business across program types and teaching and learning models employed.
- Describe how the school encourages students to take responsibility for their learning and promotes characteristics of a lifelong learning mindset.

Summary Of The Suggested Documentation

4.4 Engagement

- Summarize how learner-to-learner and learner-to-faculty interactions are supported, facilitated, encouraged, and documented.
- Describe how students have succeeded and excelled through curricular and co-curricular engagement with Faculty and the business community.

Summary Of The Standard Report

- **Curriculum Content and Alignment:** The Faculty of Business delivers a current, relevant, and globally oriented curriculum aligned with its mission to educate entrepreneurs and leaders. Updates like adding mandatory courses in Business Ethics, Gender Equality, Sustainability Awareness, and Business Analytics incorporate program competency goals, informed by AOL processes and stakeholder feedback.
- **Technology Integration:** The curriculum cultivates agility in emerging technologies with courses like "Introduction to GPT Models and Advanced AI Tools for Business Administration," mandatory AI training for faculty, and the Europass Digital Skills Assessment Test, ensuring graduates demonstrate competencies in AI, data analytics, and digital business applications across degree levels.

Summary Of The Standard Report

- **Curriculum Management:** Curriculum is managed through systematic AOL assessments, annual reviews, advisory board meetings, and governance processes involving department boards and university senate approvals, fostering currency, relevancy, and innovation based on student surveys, industry input, and global trends.
- **Innovation, Experiential Learning, and Societal Impact:** The school promotes innovation via pedagogical training, gamified methods from projects like DIGIMATES, experiential activities such as case studies, simulations, internships, and competitions (e.g., CFA Research Challenge), while embedding lifelong learning and societal impact through sustainability initiatives, volunteerism, and SDG-aligned courses.

Summary Of The Standard Report

- **Learner Engagements:** Learner-to-learner and learner-to-faculty interactions are facilitated through small class sizes (~55 students per classroom), teamwork in courses, academic advising, orientation programs, student clubs, digital platforms, and co-curricular events like career summits, ensuring meaningful engagement and alignment with the mission's focus on international perspectives and sustainable development.

AACSB Standard 5: ASSURANCE OF LEARNING

The Aim Of The Standard

5.1 The school uses well-documented assurance of learning (AoL) processes that include direct and indirect measures for ensuring the quality of all degree programs that are deemed in scope for accreditation purposes. The results of the school's AoL work leads to curricular and process improvements.

5.2 Programs resulting in the same degree credential are structured and designed to ensure equivalence of high-quality outcomes irrespective of location and modality of instructional delivery.

5.3 Microlearning credentials that are “stackable” or otherwise able to be combined into an AACSB-accredited degree program should include processes to ensure high quality and continuous improvement.

5.4 Non-degree executive education that generates greater than five percent of a school's total annual resources should include processes to ensure high quality and continuous improvement.



Summary Of The Suggested Documentation

5.1 Assurance of Learning Processes

- For each degree program provide a portfolio of evidence across degree programs (direct and indirect assessment of learning, learner progress in meeting competency goals). Schools in the initial accreditation process should complete Table 5-1 for each degree program.
- Where assessment demonstrates learners are not meeting learning competencies, describe efforts the school has instituted to improve such learning outcomes.
- Provide evidence that faculty are sufficiently and meaningfully engaged in AoL processes.
- If school is subject to formalized regional/country regulations/quality assurance organizations focused on learner performance evaluation, and these are consistent with AACSB expectations and best practices, document that these systems support continuous improvement in learner performance and outcomes.



Summary Of The Suggested Documentation

5.2 Degree Equivalency

- Show that degree program structure/design expectations are appropriate to degree program levels; demonstrate that expectations across programs in same degree credentials are equivalent, regardless of mode, location, time to completion.
- Provide evidence of equivalent learning outcomes for identical degrees offered at different locations or modalities (AoL outcomes, graduation rates, employer/alumni surveys, learner satisfaction statistics).

5.3 Stackable Microlearning Credentials

- Provide a list of microlearning credentials that may be stacked into a degree and describe how the portfolio of microlearning credentials is aligned with the school's mission and strategy.
- Explain how these credentials may lead to a degree and describe how quality is assured for these microlearning credentials.



Summary Of The Suggested Documentation

5.4 Non-Degree Executive Education

- Describe the portfolio of executive education programs and how the portfolio is aligned with the school's mission and strategy.
- Provide a narrative discussing how the school ensures high-quality processes and outcomes in its executive education offerings in cases where a school's non-degree executive education revenue exceeds five percent of its total annual resources.
- Describe processes for ensuring that client expectations are consistently met.



Summary Of The Standard Report

- **Assurance of Learning:** The Faculty of Business (FoB) at Dokuz Eylül University has implemented a robust AoL system to ensure high-quality outcomes across its 14 degree programs (4 Bachelor's, 7 Master's, 3 Doctoral), as outlined in Standard 5 of the AACSB accreditation process
- **Assessment Methods:** Since the initial Self-Evaluation Report (iSER), FoB has aligned its competency goals with its mission, conducted curriculum mapping, and developed assessment plans. Direct measures, such as exams, assignments, and thesis defenses, dominate assessments (112 of 121 competencies), with indirect measures like surveys and employer feedback used selectively.



Summary Of The Standard Report

- **Progress and Challenges:** Two AoL cycles have been completed for undergraduate programs, demonstrating substantial competency achievement. In contrast, graduate programs faced delays due to low enrollment and external challenges like economic issues and earthquakes.
- **Curriculum Enhancement and Faculty Engagement:** Strategic curriculum revisions, including new courses (e.g., Business Analytics), standardized rubrics, and enhanced ethics training, have addressed gaps in learning outcomes. Faculty engagement is extensive, with over 95% involved in AoL processes, supported by a coordinated workflow involving the AoL committee, Dean's Office, and departments.



Summary Of The Standard Report

- **Integration with National Quality Assurance:** FoB aligns with national quality assurance processes (Bologna and KAP YÖKAK), ensuring continuous improvement. All degree programs are delivered face-to-face, ensuring equivalency, with no microlearning or non-degree executive education currently offered.





AACSB Standard 6: LEARNER PROGRESSION

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The Aim Of The Standard

6.1 The school ensures that the Faculty of Business provides clear, consistent, and mission-aligned policies and support systems that guide students from admission through to degree completion and post-graduation success.

6.2 This includes transparent admissions criteria, effective academic progression mechanisms, robust advising and career development services, and meaningful monitoring of outcomes such as retention, graduation, and career placement.

Summary Of The Suggested Documentation

6.1 Admissions, Academic Progression & Career Support

- Transparent Admissions Policies:** Admissions for Turkish undergraduate students are centrally managed by ÖSYM, while graduate admissions are governed by the Graduate School. International students apply via DEYOS or the Turkish Scholarships program. These processes are consistent, equitable, and aligned with the Faculty's mission.
- Diversity and Inclusion:** The faculty supports learners from diverse backgrounds through an inclusive curriculum (e.g., Gender Equality, Volunteerism Studies), internationalization (Erasmus+, exchange programs, International Week), and cultural engagement activities. In 2025, there were 370+ international students.
- Transfer Credit and Academic Progression:** Credit transfers adhere to national and institutional regulations (e.g., ECTS for Erasmus+), with quality controls that include English-language prerequisites. Academic success is monitored through GPA thresholds (e.g., 1.8 requirement), and proactive interventions are applied for at-risk students. Also, retention and graduation rates are measured every year

Summary Of The Suggested Documentation

6.1 Admissions, Academic Progression & Career Support

- **Academic Advising & Learner Support:** Students benefit from a range of support, like orientation programs for new and preparatory students, academic advisors and department-led guidance, peer mentoring through student clubs (e.g., BClub, Women in Business), special needs accommodations (e.g., accessible tourism initiatives for visually impaired students), and scholarships coordinated by a dedicated faculty committee.
- **Career Development:** Students are supported with multiple tools such as mandatory Career Planning course (KPD 1001), monthly career events and alumni panels, collaboration with the University's Office of Career Planning & Alumni Relations, participation in national events like the Aegean Career Fair, and online platforms such as the Talent Gate support career networking and internship/job placements.

Summary Of The Suggested Documentation

6.2 Academic Program Quality and Post-Graduation Success

- **Graduate Success and Tracking:** Alumni Office manages engagement via LinkedIn, Instagram, and University's centralized Alumni Information System. Tools used to collect employment data, send surveys, and issue Graduate Cards. Examples of events: Alumni Raid the Faculty, Career Meetups, Welcome Home, and IF Networking.
- **Public Disclosure of Program Quality** includes admission rates, retention and graduation rates, career outcomes, and student learning and engagement activities.
- **External Collaboration and Societal Impact:** Partnerships with NGOs and associations (e.g., TUGIAD, IZIKAD, CFA Society, ACCA), as well as international collaboration with networks (Businet, Nice Network), involve joint activities such as curriculum development, case competitions, a student-led journal (BEYOND), and projects promoting entrepreneurship and social responsibility.

Summary Of The Standard Report

Admissions Policies: The Faculty of Business at Dokuz Eylül University implements transparent and consistent admissions processes for national and international students across all degree levels, regulated by ÖSYM for undergraduates, the Graduate School for postgraduates, and DEYOS for international applicants. This aligns with the mission to attract diverse, high-potential learners.

Diversity and Retention Strategies: The faculty promotes diversity through courses like "Gender Equality" and "Volunteerism Studies," internationalization via Erasmus+ agreements and events such as International Week, achieving high retention rates (over 86% for undergraduates in 2023-2024), and supporting underrepresented groups with scholarships and disability accommodations.

Transfer Credit and Progression: Transfer credits are managed under university regulations and ECTS for international exchanges. Quality is ensured through English-language prerequisites and formal evaluations, as well as interventions such as academic warnings and advising support, to facilitate timely degree completion for at-risk students

Summary Of The Standard Report

Academic Advising and Support: Comprehensive advising includes annual orientation programs, academic advisors, peer counselling through student clubs, and specialized support for international students and students with disabilities, facilitated by the International Students and Scholars Office and the Office for Students with Disabilities at Dokuz Eylül.

Career Development: Career support features the "Career Planning" course, monthly departmental events, collaborations with the University's Career Planning & Alumni Relations Office, and activities such as career fairs, alumni networking, and internships, all designed to prepare graduates for global business roles.

Post-Graduation Success and Disclosure: Graduate success is tracked through alumni surveys and systems, demonstrating strong employment outcomes. Program quality is publicly disclosed on the faculty website, including retention/graduation rates, learning outcomes, and partnerships with NGOs and industry for societal impact.



AACSB Standard 7: TEACHING EFFECTIVENESS AND IMPACT

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The Aim Of The Standard

7.1 The school has a systematic, multi-measure assessment process for ensuring quality of teaching and impact on learner success.

7.2 The school has development activities in place to enhance faculty teaching and ensure that teachers can deliver curriculum that is current, relevant, forward-looking, globally oriented, innovative, and aligned with program competency goals.

7.3 Faculty are current in their discipline and pedagogical methods, including teaching diverse perspectives in an inclusive environment. Faculty demonstrate a lifelong learning mindset, as supported and promoted by the school.

7.4 The school demonstrates teaching impact through learner success, learner satisfaction, and other affirmations of teaching expertise.

Summary Of The Suggested Documentation

7.1 Teaching Effectiveness

- Describe how the school evaluates teaching performance across its various program instructional models.
- Discuss how the school ensures that the faculty engaged in different teaching and learning models have the competencies required for achieving high quality.

Summary Of The Suggested Documentation

7.2 Support for Teaching Effectiveness

- Document faculty participation in teaching enhancement initiatives over the past six years.
- Describe incentives for faculty to continuously improve teaching effectiveness. These may include performance evaluation processes, awards, pedagogy grants, support to attend teaching conferences, or other recognitions and support.
- Describe the school's process for remediating ineffective teaching when the school deems it necessary.
- Describe faculty development activities designed to ensure that faculty are current and using high-quality pedagogy.

Summary Of The Suggested Documentation

7.3 Faculty Preparedness

- Describe how the school supports faculty preparedness to deliver instruction across various degree program modalities and pedagogies.
- Describe how faculty are prepared to teach in a welcoming and engaging environment.
- Describe how faculty demonstrate a lifelong learning mindset and how the school supports this lifelong learning goal.
- Describe how faculty remain current and relevant in their area(s) of teaching.

Summary Of The Suggested Documentation

7.4 Teaching Impact

- Summarize awards or other recognitions that faculty have received for outstanding teaching and professional support of learning.
- Document innovative and/or effective teaching practices that have had significant, positive impact on learning.
- Provide exemplars of learner success either with respect to the school's current learners or alumni.
- Document examples of teaching impact, such as results of learner and/or employer satisfaction surveys, teaching awards (internal and external), teaching credentials or certifications, scholarship of teaching and learning, mentoring, and participation in teaching seminars or presentations at teaching conferences.

Summary Of The Standard Report

- **Assessment of Teaching Quality:** The Faculty of Business at Dokuz Eylül University employs a multi-measure process to evaluate teaching effectiveness. This includes university-wide course evaluation forms assessing learning outcomes, instructor behavior, and course contributions to student development, supplemented by self-evaluation forms and innovative teaching awards, to ensure high-quality instruction across programs.
- **Faculty Development Initiatives:** The faculty supports continuous improvement through mandatory training sessions on digital pedagogy, inclusive environments, and course design, coordinated with university centers like Akademi-DE and DEUZEM, aligning with the mission to foster lifelong learning and adaptability to contemporary needs.

Summary Of The Standard Report

- **Currency and Inclusivity in Teaching:** Faculty maintain currency in their disciplines and pedagogical methods via regular syllabus updates, industry collaborations, and participation in international networks. They promote diverse perspectives through courses on gender equality and sustainability while adhering to an open-door policy and supporting students with disabilities.
- **Teaching Impact and Learner Success:** Teaching impact is demonstrated through high student satisfaction scores, employer ratings of interns (averaging 98.3/100 in 2024), strong program rankings in national exams (e.g., top in International Trade and Business), and recognitions like QS Reimagine Education Awards, with metrics including graduation rates, KPSS rankings, and alumni achievements.

Summary Of The Standard Report

- **Remediation and Incentives:** Ineffective teaching is addressed via plan-do-check-act cycles for low-rated courses, while incentives include teaching awards for innovation, performance-based recognitions at academic council meetings, and opportunities for faculty to attend teaching conferences and seminars.



AACSB Standard 8: IMPACT OF SCHOLARSHIP

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The Aim of the Standard

8.1 Faculty collectively generate meaningful and impactful intellectual contributions that support the school's mission.

8.2 The school engages in collaboration with external stakeholders to create, apply, and transfer knowledge.

8.3 Intellectual contributions include basic, applied, and pedagogical research that demonstrates societal impact.

Summary of the Suggested Documentation

8.1 The Production of High Quality, Impactful Intellectual Contributions

- Six-year IC portfolio documented in Table 8.1.
- 57% Basic/Discovery, 39% Applied/Integration, 4% Teaching & Learning.
- Strong shift: 2019 (15% applied/teaching) → 2024 (69%).
- 45% Peer-reviewed journal article (PRJs), 51% book chapters/proceedings, rest books/reviews.
- Increasing share of WoS Q1/Q2 journals (66% of indexed PRJs).

Summary of the Suggested Documentation

8.2 Collaboration with Stakeholders

- Internal: 43% of ICs co-authored within FoB; PhD students publish with advisors.
- External: Advisory Board (BDDK, SOCAR, Deloitte, EGIAD, IZTO, NGOs).
- 50% PRJs co-authored with national universities.
- 16% PRJs co-authored with international colleagues.
- Partnerships with chambers, NGOs, international projects.

Summary of the Suggested Documentation

8.3 Societal Impact

- Exemplars: financial literacy for refugees, gender equality, sustainable tourism.
- Policy recommendations and business practice improvements.
- Evidence of impact: citations, downloads, media mentions.
- Research integrated into SDGs (climate, inclusion, education).

Summary of the Suggested Documentation

8.3 Societal Impact

- Table 8.1 (A–D): Six-year portfolio.
- Composition, faculty participation, discipline distribution.
- Quality measures: PRJ share, WoS, Q1/Q2 ratios, Applied/Teaching scholarship share, International collaboration in PRJ articles, Stakeholder-engaged ICs for business/policy, citations, downloads.
- Processes to prevent predatory journals.
- Faculty support: grants, incentives, mentoring, workshops, conferences.

Summary of the Standard Report

Portfolio Composition: The FoB maintains a six-year portfolio of intellectual contributions, with 57% in Basic or Discovery Scholarship, 39% in Applied or Integration/Application Scholarship, and 4% in Teaching and Learning Scholarship, reflecting a shift from 15% applied/teaching in 2019 to 69% in 2024, aligning with the mission to educate entrepreneurs and leaders.

Quality Metrics: Peer-reviewed journal articles make up 45% of contributions, with 51% as editorially reviewed book chapters and proceedings; 47.6% of articles are WoS-indexed, with 66% of these in Q1/Q2 journals, supported by mentoring, incentives, and strict policies against predatory journals.

Mission Alignment: Contributions advance internationalization (84% of articles in international indexes in 2024) and provide insights for businesses and policymakers (75% of journal articles, 88% of proceedings), supporting the mission through strategic goals like enhancing global perspectives and addressing contemporary needs.

Summary of the Standard Report

Impact Evidence: The portfolio's impact is shown through high citation rates, downloads (over 1,000 for some works), media mentions, and policy influences in areas like climate action and gender equality, evaluated via qualitative and quantitative metrics in Table 8.1.D.

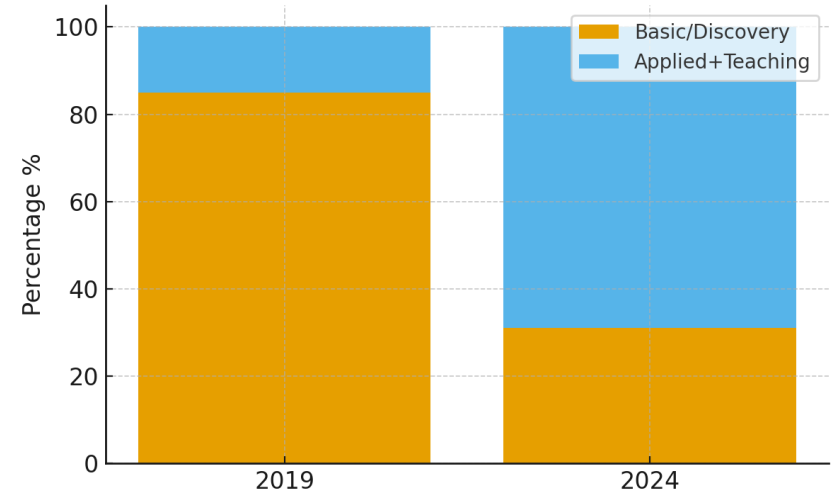
Stakeholder Engagement: Collaboration with internal stakeholders (43% intra-faculty co-authorships) and external stakeholders, including advisory boards with NGOs and businesses, and 50% inter-university and 16% international co-authored articles, fosters relevant knowledge creation.

Societal Contributions: Exemplars include research on financial literacy for refugees, gender equality, and sustainable tourism, contributing to policy recommendations and educational programs, aligning with the mission's focus on sustainable development goals.

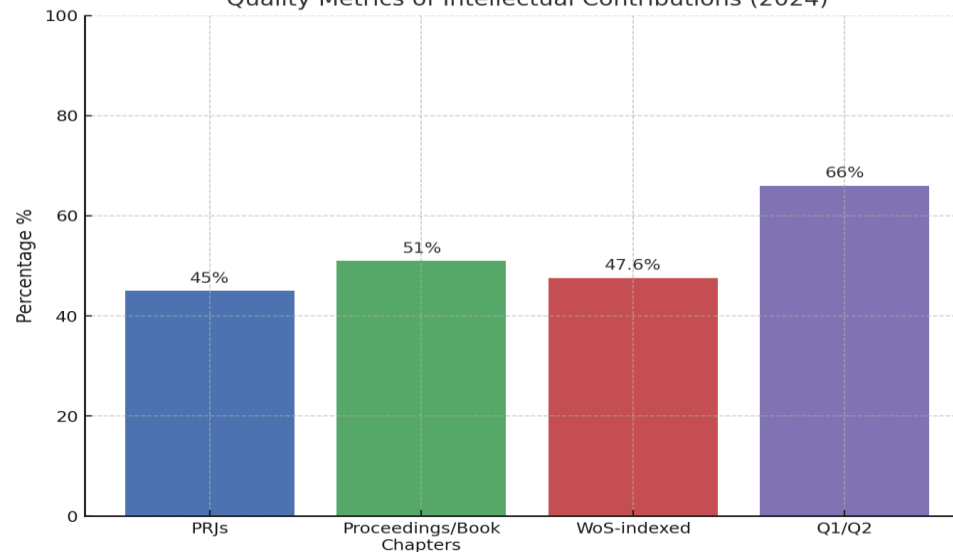
Summary of the Standard Report

Portfolio Composition and Quality Metrics

Portfolio Composition Shift (2019 → 2024)



Quality Metrics of Intellectual Contributions (2024)



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AACSB Standard 9: ENGAGEMENT AND SOCIETAL IMPACT

The Aim Of The Standard

9.1 The school demonstrates positive societal impact through internal and external initiatives and/or activities, consistent with the school's mission, strategies, and expected outcomes.

Summary Of The Suggested Documentation

9.1 Positive Societal Impact

- Outline the major relationships with external stakeholders that the school, units within the school, faculty and learners have in place; the rationale for the relationship; and the intended outcomes.
- Explain how engagement with business and broader society aligns with and supports the school's mission, strategies, and expected outcomes as well as its aspiration to have a positive and societal impact.

Summary Of The Suggested Documentation

9.1 Positive Societal Impact

- Describe the school's aspiration for societal impact and explicitly outline how it measures, or intends to measure, progress in this area.
- Include an evaluation of the school's societal impact over the most recent accreditation cycle, including identification of its aspiration in this area, exemplars of societal impact arising from engagement with non-academic external stakeholders by learners, faculty, teams, or centers that are supporting external communities, enhancing the practice of business, and/or addressing real-world problems and improving society. Include an assessment of the school's effectiveness in having its desired impact and plans for activities over the next accreditation cycle.

Summary Of The Standard Report

Stakeholder Engagement: The Faculty of Business (FoB) at Dokuz Eylöl University collaborates with internal stakeholders (faculty, students, alumni) and external partners, including NGOs like UN Women, UNHCR, Red Crescent, and business associations (e.g., EGIAD, IZTO), through an advisory board and the Social Contribution Coordination Office to enhance societal impact.

Mission Alignment: FoB's engagement activities align with its mission to support sustainable development goals, promote gender equality, reduce inequalities, and foster lifelong learning, with initiatives like the "Fatih Yenginol Scholarship" supporting disadvantaged students and events addressing real-world issues.

Societal Impact Focus: The FoB's impact statement emphasizes raising awareness of gender equality (SDG 5) and reducing inequalities (SDG 10), with curriculum enhancements including mandatory courses like "Gender Equality" (534 students), "Women in Business Life" (220 students), "Gender and Society" (40 students), "Sustainability Awareness" (158 students), and "Volunteerism Studies" (344 students).

Summary Of The Standard Report

Impactful Initiatives: From March 2024 to March 2025, FoB organized events such as the Orange Summit, BAClub/Women Leaders, and UNHCR World Refugee Day, alongside projects like EU-POLYMIG, producing 7 intellectual contributions for SDG 5 and 14 for SDG 10, fostering policy and social change.

Measurement and Future Plans: Progress is measured by student enrolment in relevant courses, event attendance, and project/publication outputs, with plans to impact 750 students and 200 stakeholders annually, expand international collaborations, and enhance SDG-aligned curricula and activities in the next accreditation cycle.