



HANDBOOK OF SUSTAINABILITY IN AACSB PROCESSES

Progress in 2025



JANUARY 1, 2026
DOKUZ EYLÜL UNIVERSITY
Faculty of Business



Handbook of Sustainability in AACSB Processes DEU Faculty of Business

Progress of 2025

This handbook serves as a practical guide for sustaining and managing AACSB accreditation processes within the DEU Faculty of Business.

It is designed to:

- Support faculty and administrative staff in aligning strategic, operational, and assessment activities with AACSB standards.
- Provide structured tools—checklists, timelines, and evidence templates—to ensure consistent documentation and reporting.
- Facilitate continuity and institutional memory across leadership transitions and committee rotations.

Scope

This handbook covers:

- **AACSB Standards 1–9**
Each standard includes task timelines, evidence requirements, and activity checklists.
- **Annual and Cyclical Duties**
Guidance is provided for recurring reporting, assessment, and review processes.
- **Roles and Responsibilities**
Duties of coordinators, committees, and departments are clearly defined.
- **Documentation and Evidence Management**
Instructions are provided for collecting, storing, and accessing required materials.
- **Review and Update Protocols**
Annual revision procedures are led by the AACSB Coordination Team.

Intended Users

- **New Coordinators and Leaders**
It handbook supports onboarding and orientation processes.
- **Committee Members and Department Representatives**
It serves as a reference for planning and executing standard-specific tasks.
- **AACSB Coordination Team**
It supports the maintenance of handbook integrity and ongoing compliance.

Roles and Responsibilities

Role	Key Tasks	Frequency
AACSB Coordination Team	Standard Teams are coordinated	Ongoing
	Evidence is consolidated and reports are prepared	Annual
	Training and onboarding for new coordinators and department chairs are provided	As needed
	Compliance is monitored and follow-up on missing documentation is conducted	At the end of each semester
Department Chairs	Departmental activities are aligned with AACSB standards	Ongoing
	Tasks are delegated and progress is monitored	Monthly
	Documentation and evidence are submitted and uploaded to Teams	At the end of each semester
Standard Committees	Tasks and timelines are implemented in line with the assigned standard	As scheduled
	Evidence is collected and validated	Per reporting cycle
	Checklists are completed and outputs are submitted	Per reporting cycle
Faculty Members	Participation in assessment and strategic planning is ensured	Semesterly
	Documentation and feedback are provided	When requested
Administrative Staff	Data collection and formatting are supported	Ongoing
		Monthly

Role	Key Tasks	Frequency
	Digital repositories and version control are maintained	
	Scheduling and communication are supported	Weekly

Standard 1

Tasks and Timeline:

No	Task	Starting time	Ending Time	Description
1	The annual Advisory Board meeting is planned and organized in collaboration with the Dean's Office	January	February	The Advisory Board meeting is held annually in February
2	Progress of the strategic plan objective cards (annual) is monitored	January	December	Each objective card in the Strategic Plan is linked to a specific AACSB standard or assigned to the Dean's Office. Data are collected and reported by the Standard 1 team in coordination with relevant units. Progress is tracked annually using an Excel-based monitoring system
3	The annual performance of the objective cards of the previous year is presented to the faculty.	September	October	Monitoring results are finalized by the Dean's Office and presented during the Faculty Meeting held at the beginning of each academic year
4	The Strategic Plan is reviewed and updated	In 5-year cycles or as necessary		The Strategic Plan is reviewed and updated in accordance with AACSB standards and institutional priorities

List of Evidence:

Evidence	How to access
Advisory Board Meeting Minutes and Report	Teams "İşletme Fakültesi Belgeler&Anketler"
Strategic Plan	Teams "İşletme Fakültesi Belgeler&Anketler"
Dean's office presentation of the annual report to the faculty	Teams "İşletme Fakültesi Belgeler&Anketler"



Checklist:

Mark as Completed OR In Progress	Outputs
Completed	An annual advisory board meeting is conducted in February
Completed	Meeting minutes and a summary report are prepared and submitted to the Dean's Office
Completed	The advisory board report is disseminated to the Department Chairs and AACSB Standard Teams for follow-up and action
Completed	Inputs from the Advisory Board are shared with faculty members during the annual Faculty Meeting
Completed	The strategic objectives outlined in the Strategic Plan are regularly monitored
Completed	The annual report on the performance of the Strategic Objectives is prepared and presented to faculty members at the beginning of each academic year
In Progress	The Strategic Plan is reviewed and updated every five years or as necessary, in alignment with AACSB standards and institutional priorities.

Standard 2

Tasks and Timeline:

No	Task	Starting time	Ending Time	Description
1	Physical space information is updated	January	February	Classroom and school environment plans are revised and documented to enhance mission-centric instructional activities
2	Technical infrastructure information is updated	January	February	Improvements in technical infrastructure supporting teaching and professional staff in mission-related activities are documented
3	Training seminars on new technologies are documented	January	February	Records of training sessions from the previous academic year aimed at developing technological competencies are compiled.
4	The financial summary is prepared, and Table 2.1 is completed	January	February	Recent financial developments are summarized, and the required financial reporting table is completed
5	Focus group results are collected, and performance data are updated	September	August	A focus group meeting is conducted by the AACSB Coordination Team each academic year.

List of Evidence:

Evidence	How to access
Updated physical space documentation	Faculty Secretary
Technical infrastructure reports	Faculty Secretary
Training seminar records	Faculty Secretary
Financial summary outputs	Faculty Secretary
Annual budget documents	Faculty Secretary and Teams “İşletme Fakültesi Belgeler&Anketler”
Focus Group Results	Teams “İşletme Fakültesi Belgeler&Anketler”



Checklist:

Mark as Completed OR In Progress	Outputs / Activities
Completed	Physical space documentation is finalized
Completed	Technical infrastructure updates are completed
Completed	Training seminars are properly documented
Completed	Financial summary and Table 2.1 completed
In Progress	Focus group results are used in line with the requirements of AACSB Standard 2

Standard 3

Tasks and Timeline:

No	Task	Starting time	Ending Time	Description
1	Faculty sufficiency and qualification data (Table 3-1 and Snapshot S3-1) are updated	January	March	Faculty participating/supporting status and SA–PA–SP–IP–A classifications are updated, and Table 3-1 and Snapshot S3-1 are refreshed for the previous calendar year
2	Faculty deployment data (Table 3-2 and Snapshot S3-2) are updated	January	March	Faculty deployment across all degree programs by qualification category is reviewed, and Table 3-2 and Snapshot S3-2 are updated
3	Professional staff structure and sufficiency are reviewed	January	February	The list of professional staff and the organizational chart are updated, and staffing gaps or new recruitments are identified
4	The annual narrative on faculty and professional staff development, evaluation, and reward is prepared	March	April	A brief annual summary of workload, evaluation and reward processes, and development activities for faculty and professional staff is prepared
5	Faculty sufficiency and qualification criteria are reviewed	In 5-year cycles or as necessary	In 5-year cycles or as necessary	Criteria for participating/supporting status and SA–PA–SP–IP–A classifications are reviewed and revised, if necessary, in line with AACSB and institutional policies

List of Evidence:

Evidence	How to access
Table 3.1 – Faculty Sufficiency and Qualifications	Teams “İşletme Fakültesi Belgeler&Anketler”
Table S3.1 and S3.2 – Snapshots from Table 3-1	Teams “İşletme Fakültesi Belgeler&Anketler”
Table 3.2 – Faculty Deployment by Degree Program	Teams “İşletme Fakültesi Belgeler&Anketler”
Faculty CV Addendum	https://avesis.deu.edu.tr
Organizational chart and professional staff FTE list (Evidence 3.1)	Teams “İşletme Fakültesi Belgeler&Anketler”
Professional staff training and English-language course records (Evidence 3.2)	Teams “İşletme Fakültesi Belgeler&Anketler”
Occupational health and safety training records (Evidence 3.3)	Teams “İşletme Fakültesi Belgeler&Anketler”
Annual performance report of the Faculty	Faculty Secretary

Checklist:

Mark as Completed OR in Progress	Outputs / Activities
Completed	Table 3-1 and Snapshot S3-1 (Faculty Sufficiency and Qualifications) are updated for the previous academic year and uploaded to Teams
Completed	Table 3-2 and Snapshot S3-2 (Faculty Deployment by Degree Program) are updated in line with the latest academic year data and uploaded to Teams
In progress	Professional staff structure and sufficiency documentation (organizational chart and FTE list) are reviewed, revised where necessary, and uploaded to Teams
In progress	The annual narrative on faculty and professional staff development, evaluation, and reward (including major activities and processes) is prepared and uploaded to Teams
In progress	Records of professional staff development and training activities (Evidence 3.2 and 3.3) are collected for the reporting cycle and uploaded to Teams
Completed	Faculty CV Addendum is verified for accuracy, refreshed for the new cycle, and uploaded to Teams
Completed	Faculty sufficiency and qualification criteria (participating/supporting and SA–PA–SP–IP–A definitions) are reviewed in the scheduled cycle and updated if required

Standard 4

Tasks and Timeline:

No	Task	Starting time	Ending Time	Description
1	Curriculum modifications based on AoL results are implemented (Cycles).	Every academic year	(Cycle 1 completed) (Cycle 2 completed)	AoL insights are used by departments to update course syllabi, learning outcomes, assessment methods, and technology-integration components. Cycle-based improvements are tracked across reporting periods
2	Advisory Board input on curriculum relevance and external stakeholder expectations is facilitated	February	February	The Advisory Board meeting is held annually, and outputs from the meeting are incorporated into curriculum improvement decisions
3	The annual award for teaching effectiveness is implemented	Annually	Annually	The Education and Teaching Award procedure is conducted annually
4	Training activities organized by the Teaching Effectiveness Committee and Educator Support Committee are monitored	Throughout the year	Throughout the year	Training activities are organized to support the professional development and pedagogical competencies of teaching staff

List of Evidence:

Evidence	How to access
AoL Measurement Reports (rubric-based results, assessment summaries)	Teams → “İşletme Fakültesi Belgeler & Anketler” (AoL Folder)
Advisory Board Meeting Report	Teams → “İşletme Fakültesi Belgeler & Anketler”
Declaration of the awards by the Dean’s office	Academic board meeting agenda
Teaching effectiveness and training information	Teaching effectiveness and training information

**Checklist:**

Mark as Completed OR in Progress	Outputs / Activities
Completed	AoL process reports are reviewed and evaluated within the scope of curriculum management
Completed	The annual Advisory Board meeting is conducted
Completed	Faculty performance related to teaching effectiveness is evaluated, and awards are granted during Faculty Academic Board meetings
Completed	“Training of Trainers” programs on pedagogical topics are organized annually

Standard 5

Tasks and Timeline:

No	Task	Starting time	Ending Time	Description
1	Degree program competency sets and curriculum mappings are updated	August	September	Program competencies and curriculum mappings are reviewed and revised annually by department boards
2	Measurement methodologies are reviewed and updated	September	October	Competency measurement methods (direct and indirect measures), rubrics, and achievement thresholds are reviewed and revised by department boards
3	Program-level annual AoL plans are prepared and published	September	October	Annual AoL plans, including assessment calendars and courses in which each competency is assessed, are prepared and shared with academic staff before the Fall semester
4	Fall semester assessments are conducted	October	February	Fall semester AoL assessments are conducted by responsible academic personnel
5	Fall semester AoL reports are prepared	February	March	Fall semester AoL reports are prepared by Department AoL Committees
6	Spring semester assessments are conducted	February	June	Spring semester AoL assessments are conducted by responsible academic personnel
7	Spring semester AoL reports are prepared	June	June	Spring semester AoL reports are prepared by Department AoL Committees
8	Annual AoL evaluation and curriculum improvement strategies are developed	June	July	AoL results from the previous academic year are evaluated, and curriculum improvement strategies are determined by department boards in coordination with AoL teams

9	Curriculum improvement actions are implemented	July	August	Formal procedures for curriculum improvements (e.g., course additions and content revisions) are initiated based on the annual AoL evaluation
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List of Evidence:

Evidence	How to access
Program competency maps and curriculum alignment tables	Teams “Standard 5”
Measurement methodology tools (rubrics and thresholds)	Teams “Standard 5”
Annual AoL plan (per program)	Teams “Standard 5”
Fall semester AoL report (per program)	Teams “Standard 5”
Spring semester AoL report (per program)	Teams “Standard 5”
Annual AoL evaluation and curriculum improvement summary	Teams “Standard 5”
Curriculum improvement implementation evidence	Teams “Standard 5”

Checklist:

Mark as Completed OR in Progress	Outputs / Activities
Completed	Degree program competency sets and curriculum mappings are reviewed and updated by department boards
Completed	Measurement methodologies, rubrics, and achievement thresholds are reviewed and approved
Completed	Annual AoL plans (per program) are prepared, approved, and shared with academic staff before the Fall semester
Completed	Fall semester AoL assessments (per program) are completed
Completed	Fall semester AoL reports (per program) are analyzed and submitted to the AoL Committee
Completed	Spring semester AoL assessments (per program) are completed
Completed	Spring semester AoL reports (per program) are analyzed and submitted to the AoL Committee
Completed	Annual AoL evaluation reports are prepared by department boards and AoL committees
Completed	Annual curriculum improvement strategies are developed, and curriculum improvement processes are initiated

Standard 6

Tasks and Timeline:

No	Task	Starting time	Ending Time	Description
1	Learner retention and graduation data are collected and validated	July	September	Retention and graduation metrics are collected, verified, and analyzed
2	Admissions, progression, transfer credit, and career development policies are reviewed and updated	August	October	Policies are reviewed annually to ensure alignment with the institutional mission and applicable regulations
3	Document collaborations supporting learner progression and career development	September	October	Collaborations with NGOs, Erasmus+, CFA, ACCA, and similar partners are summarized
4	Academic advising practices are reviewed and documented	September	October	Advising schedules, orientation activities, and peer counseling practices are reviewed and verified
5	Post-graduation success indicators are compiled and reported	November	December	Alumni employment data and survey results are collected and analyzed
6	The annual Standard 6 report is prepared and submitted	January	March	All Standard 6–related materials are compiled into the annual AACSB report

List of Evidence:

Evidence	How to access
National admissions regulations (ÖSYM)	ÖSYM website; University Admissions Office
Graduate admissions regulations	DEU Graduate School of Social Sciences website
International student admissions policies (DEYOS)	University International Office; DEYOS website

Transfer of credit policies	DEU Regulations; Faculty Education & Examination Regulations
Retention and graduation rate tables (S6-1, S6-2)	Corporate Data Management Coordination Unit
Orientation program materials	Dean's Office, Faculty Student Affairs Office; Departments
Disability support documentation	Office for Dokuz Eylül without Disability
Career Planning course syllabus (KPD 1001)	Career Planning & Alumni Relations Office
Monthly departmental career event records	Faculty Office of Alumni, Faculty website and social media
Alumni data and survey results	Faculty Office of Alumni, University Alumni System
Collaboration protocols (NGOs, Erasmus+, CFA, ACCA)	Dean's Office, faculty International relations Office, Faculty of Business website

Checklist:

Mark as Completed OR in Progress	Activities/ Outputs
Completed	Admissions policies for national, international, and graduate programs are reviewed and updated annually
Completed	Transfer credit policies are evaluated, and ECTS-based transfer procedures are verified
Completed	Academic advising services, including orientation, advising schedules, and peer counseling, are delivered and documented
Completed	Retention and graduation data are analyzed, and annual S6-1 and S6-2 tables are prepared
Completed	Disability support services, including accessibility arrangements and accommodations, are documented
Completed	Career development activities, including career events, Career Path videos, and fairs, are recorded
Completed	Collaboration outputs related to Erasmus+, NGO partnerships, and academic networks are documented
In Progress	Alumni success indicators are collected, and alumni surveys and system updates are conducted
In Progress	The annual Standard 6 report is prepared, and evidence compilation is completed

Standard 7

Tasks and Timeline:

No	Task	Starting time	Ending Time	Description
1	Collaboration with the Dean's Office for the implementation of student evaluation forms for the fall semester is ensured	December	January	The Dean's Office sends a reminder and asks every instructor to send a personal reminder to students to maximize the response rate of student course evaluation surveys
2	Collaboration with the Dean's Office for the implementation of instructor self-evaluation forms for the fall semester is ensured	December	January	The Dean's Office requests department heads to collect self-evaluation forms from all instructors for each course they teach
3	Collaboration with the Dean's Office for the implementation of student evaluation forms for the spring semester is ensured	June	June	The Dean's Office sends a reminder and asks every instructor to send a personal reminder to students to maximize the response rate of student course evaluation surveys
4	Collaboration with the Dean's Office for the implementation of instructor self-evaluation forms for the spring semester is ensured	June	June	The Dean's Office requests department heads to collect self-evaluation forms from all instructors for each course they teach
5	The Dean's Office correspondence for the collection of PDCA cycle forms for the fall semester is followed	February	February	The Dean's Office requests department heads to collect PDCA cycle forms from instructors for each course that is rated below 3 over 5
6	The Dean's Office correspondence for the collection of PDCA cycle forms for the spring semester is followed	July/August	July/August	The Dean's Office requests department heads to collect PDCA cycle forms from instructors for each course that is rated below 3 over 5
7	Innovative teaching award application dates and the	September	September	The Dean's Office announces the self-nomination process for

	winner of the award are documented			innovative teaching applications, the Faculty Board evaluates the applications, and the Dean announces the rewards in the general academic assembly
8	Collaboration with the Dean's Office to organize "Training the educator" sessions is ensured	Annually		The Dean's Office organizes "Training the educator" sessions and requests the full participation of FoB instructors
9	The Dean's Office correspondence for curriculum revisions for the fall semester is followed	September	September	Department heads, following the Dean's Office order, ask instructors to update their course syllabi two weeks ahead of the beginning of the fall semester
10	The Dean's Office correspondence for curriculum revisions for the spring semester is followed	January	January	Department heads, following the Dean's Office order, ask instructors to update their course syllabi two weeks ahead of the beginning of the spring semester
11	The Dean's Office correspondence for suggestions for new course offers is followed	Every semester		Division heads, following the Dean's Office and department heads' order, ask whether instructors would like to offer a new course
12	The Dean's Office correspondence for instructors to announce their weekly schedule and office hours is followed	First week of every semester.		The Dean's Office requests instructors to hang their weekly schedules and office hours on the doors of their offices
13	Information on teaching impact related to newly enrolled students and alumni from YÖKATLAS is documented	Annually		The Teaching Effectiveness Committee collects information on teaching impact based on selected indicators related to alumni profiles and newly enrolled students from YÖKATLAS
14	Information on teaching impact via surveys on instructors about their	June	June	In coordination with the Dean's Office, the Teaching Effectiveness Committee runs a survey on

	activities addressing teaching impact is documented			instructors about their activities addressing teaching impact
15	Information on teaching impact based on employer evaluation in internship files is documented	February	February	Employer evaluation information is collected from internship files.

List of Evidence:

Evidence	How to access
Course evaluation forms	Personally accessible at DEBIS accounts. Institutionally accessible at department heads' offices.
PDCA cycle forms	Department heads' offices
Innovative teaching award documentation	Dean's office
Teaching effectiveness training session attendance	DEUZEM FoB account training records
Curriculum revision requests	Dean's office correspondence at belgenet.deu.edu.tr
Course offers requests	Dean's office correspondence belgenet.deu.edu.tr
Teaching impact based on student and alumni profile	MS Teams> Standard 7 > Evidence folder
Teaching impact based on instructor surveys	MS Teams> Standard 7 > Evidence folder
Teaching impact based on employer internship evaluations	MS Teams> Standard 7 > Evidence folder

Checklist:

Mark as Completed OR In Progress	Outputs / Activities
In progress	Collaboration with the Dean's Office for the implementation of student evaluation forms for the fall semester is ensured
In progress	Collaboration with the Dean's Office for the implementation of instructor self-evaluation forms for the fall semester is ensured
In progress	Collaboration with the Dean's Office for the implementation of student evaluation forms for the spring semester is ensured
In progress	Collaboration with the Dean's Office for the implementation of instructor self-evaluation forms for the spring semester is ensured
In progress	The Dean's Office correspondence for the collection of PDCA cycle forms for the fall semester is followed and documented

In progress	The Dean's Office correspondence for the collection of PDCA cycle forms for the spring semester is followed and documented
Completed	Innovative teaching award application dates and the winner of the award are documented
Completed	Collaboration with the Dean's Office to organize "Training the educator" sessions is ensured
In progress	Curriculum revision times for the fall semester are documented
In progress	The Dean's Office correspondence for suggestions for new course offers is followed and documented
Completed	The Dean's Office request for instructors to announce their weekly schedule and office hours is followed and documented
Completed	Information on teaching impact from YÖKATLAS on selected student and alumni indicators is documented
Completed	The survey on instructors about their activities addressing teaching impact is conducted
Completed	Information on teaching impact via surveys on instructors about their activities addressing teaching impact is documented
Completed	Information on teaching impact based on employer evaluation in internship files is documented

Standard 8

Tasks and Timeline:

No	Task	Starting time	Ending Time	Description
1	Acquisition of Final IC Data (AVESIS) is ensured	December	January	All raw, individual Intellectual Contribution (IC) data published during the final year of the 6-year reporting cycle (e.g., ICs published in 2025) are retrieved from the institutional AVESIS system
2	Data Cleaning is conducted	January	January	The newly acquired annual data are validated and manually cleaned. This process ensures accurate representation of contributions by faculty employed in the most recently completed academic year and calculation of a non-duplicated count for co-authored publications across the entire five-year window
3	IC Portfolio Classification (google spreadsheet) is conducted	January	January	All new ICs are classified into the three required categories: Basic/Discovery Scholarship, Applied or Integration/Application Scholarship, and Teaching and Learning Scholarship
4	Final Compilation of Table 8-1 (Part A) is completed	February	February	The comprehensive six-year IC portfolio is aggregated and summarized by defined academic disciplines, producing the final quantitative summary of ICs by type and percentage of faculty producing contributions (Table 8-1, Part A)
5	Quality Metric Assessment and Trend Analysis (Part C) is conducted	February	February	Quantitative metrics used to assess quality over the six-year portfolio are calculated and evaluated, including total SSCI articles, the revised ratio of Q1/Q2

				articles to total peer-reviewed articles, and the use of citation metrics to measure overall academic impact
6	Impact Narrative Drafting (Parts B and D) is conducted	February	February	The narrative sections of Table 8-1 are drafted by detailing the Alignment with Mission (Part B) and conducting the Impact Analysis (Part D)

List of Evidence:

Evidence	How to access
AVESIS	Faculty Secretary and Teams “İşletme Fakültesi Belgeler & Anketler”
Google spreadsheet	Faculty Secretary and Teams “İşletme Fakültesi Belgeler & Anketler”

Checklist:

Mark as Completed OR In Progress	Outputs / Activities
In Progress	Finalized 6-Year IC Data Set (AVESIS Extraction) is completed
In Progress	Validated and classified IC portfolio (Google Spreadsheet) is completed
In Progress	Final Table 8-1: Summary of ICs and Strategic Metrics (Parts A and C) is completed
In Progress	Final Table 8-1: Mission Alignment and Impact Narratives (Parts B and D) are completed

Standard 9

Tasks and Timeline:

No	Task	Starting time	Ending Time	Description
1	Collecting data and evidence regarding activities	September	April	Collecting data and evidence regarding the FoB activities related to SDG 5 and SDG 10 from the Faculty Secretary and social media
2.	Collecting data and evidence regarding the intellectual contributions	September	April	Collecting data and evidence regarding the FoB intellectual contributions related to SDG 5 and SDG 10 from STD 8
3.	Collecting data and evidence regarding the courses	September	April	Collecting data and evidence regarding the FoB courses related to SDG 5 and SDG 10 from the Student Affairs Office and STD 4
4.	Preparing the Reports and Tables	February	April	Writing the yearly reports and filling in the Tables

List of Evidence:

Evidence	How to access
Evidence regarding the FoB activities related to SDG 5 and SDG 10	Faculty Secretary and Teams STD 9
Evidence regarding the FoB courses related to SDG 5 and SDG 10	Student Affairs Office, STD 4 and Teams STD 9
Evidence regarding the intellectual contribution related to SDG 5 and SDG 10	STD 8 and Teams STD 9

Checklist:

Mark as Completed OR in Progress	Outputs / Activities
Completed	Collecting the Data and the Evidence for the Report
Completed	Preparing the Reports and the Tables