



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 |

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| 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 |

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| 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 |

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|----|---|-------------------------------|-----------|--|
| | 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 |

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|----|---|----------|----------|---|
| | 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 |

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|-------------|--|
| 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 |

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|---|---|----------|----------|--|
| | | | | 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 |