Accreditation Report

Programme Accreditation of

Doğuş University

Istanbul, Turkey

Economics (Language of instruction: Turkish, Bachelor of Science), Economics (Language of instruction: English, Bachelor of Science), Political Science and Public Administration (Language of instruction: Turkish, Bachelor of Science), Management Information Systems (Language of instruction: Turkish, Bachelor of Science), Electrical and Electronics Engineering (Language of instruction: Turkish, Bachelor of Science), Civil Engineering (Language of instruction: Turkish, Bachelor of Science), Software Engineering (Language of instruction: Turkish, Bachelor of Science)

I   Procedure

Date of contract:

Date of the submission of self-assessment report: 01. May 2025

Date of site visit: 30 June – 01 July 2025

Attendance by ACQUIN office: Kristina Beckermann, Dr. Jasmine Rudolph,

Accreditation decision: 25. September 2025

Peer review experts:

- **Prof. Dr. -Ing. habil. Martin Wolter,** Professor and Head of the Chair of Electrical Grids and Renewable Energy; Otto von Guericke University Magdeburg; Germany

- **Prof. Michael Saunders,** Professor and Head of Building Systems Engineering Program; Free University of Tbilisi; Georgia

- **Prof. Dr. Marco Steenbergen,** Full Professor / Ordinarius of political methodology; University of Zürich; Switzerland

- **Dr. Alaaeddin Al-Tarawneh,** Associate Professor, Economics Department, School of Business; The University of Jordan; Jordan

- **Associate Prof. Nemanja Zdravković,** Dean, Faculty of Information Technology; University Metropolitan; Belgrade, Serbia
- **Dr. hab. Bartosz Marcinkowski, prof. UG,** Associate Professor, Head of Business Informatics; University of Gdansk; Poland
- **Fred Härtelt,** Central QM-Coordination (BEG/QMM) - Bosch Engineering GmbH; Germany
- **Peter Schroeder,** Dual Student Business Informatics Deutsche Bahn AG - Berlin School of Economics and Law; Germany

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II   Introduction

The experts would like to thank the representatives of the Doğuş University as well as the students who took part in the discussions and willingly shared information, opinions and experiences within this peer-review process. The discussions were valuable not only for the assessment of the institution, but also for better understanding of the legal and sociocultural context of the local higher education system in Turkey.

The basis for the evaluation of the expert panel are the self-assessment report of the university as well as the intensive discussions during the site visit with the HEI management, deans and heads of the departments, heads of the study programmes, study programme coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programmes and their compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. In addition, the respective country-specific criteria and standards are taken into consideration.

The appointed expert group ensured that all aspects relevant to the accreditation procedure (e.g. legal, structural, social etc.) as well as the ESG and national criteria were considered. The peer-review experts include professors, a representative of the professional practice and a student representative. A certificate with the ACQUIN seal will be awarded upon accreditation of the study programmes.

1   The Higher Education System in Turkey

The central authority responsible for education is the Ministry of National Education (Milli Egitim Bakanligi), which is responsible for the overall planning, programming, implementation, supervision and control of all education and training services for teachers and pupils in educational institutions at all levels under the Ministry's jurisdiction.

The Higher Education Act No. 2547 of 6 November 1981 has largely reformed the Turkish higher education system. The Act introduced principles of planning, coordination and control for the purpose of developing higher education institutions, particularly universities. In order to ensure that the tasks arising from these principles are carried out and to establish effective links between higher education institutions and the political authorities, the Higher Education Council (Yüksekögretim Kurulu - YÖK) was established as an intermediary institution.

The higher education system in Turkey is supervised by the Council of Higher Education (CoHE). The CoHE is an autonomous institution which is responsible for the planning,

coordination and governance of the higher education system in Turkey in accordance with the Turkish Constitution and the Higher Education Laws. Universities decide upon their own academic calendars; however, the academic year generally starts in September and ends in June. There are winter and summer breaks. Summer school is also available at some universities.

Turkish universities offer:

- Associate's degree programmes
- Bachelor's degree programmes
- Graduate programmes
- Post-graduate programmes.

Associate's Degree Programmes:

Associate's degree programmes take two years. Vocational high school graduates can qualify for associate's degree programmes without taking any centralized exams.

Bachelor's Degree Programmes:

Bachelor's degree programmes generally take four years. Specialized bachelor's degree programmes, such as medicine (six years), may be longer.

Graduate Programmes:

Universities in Turkey offer a wide range of graduate programmes. While master's programmes take about two years (non-thesis master's programs generally take 1½ years), doctoral programmes take about four years.

Post-graduate Programmes:

Post-graduate opportunities are also available in universities in Turkey. Duration depends on the programme and university.

The Turkish National Qualifications Framework for Higher Education (TYYÇ):

The National Qualifications Framework for Higher Education in Turkey (TYYÇ) developed with reference to the Qualifications Framework of the European Higher Education Area and the European Qualifications Framework for lifelong learning was adopted by the CoHE in 2010.

The respective national legislations upon which all programmes are grounded are:

- Higher Education Law, No.2547 - TR

- Regulation on the Recognition of Foreign Higher Education Diplomas - TR
- TC Tarafından Verilen Lisans Bursları ile İlgili Yönerge - TR (Guidelines for Licence Scholarships Granted by the Republic of Turkey - TR)
- TC Tarafından Verilen Lisansüstü Bursları ile İlgili Yönerge - TR (Guidelines for Postgraduate Scholarships Granted by the Republic of Turkey - TR).

2   Short profile of HEI

Doğuş University (DOU) is a foundation university with a public legal personality established by Law No. 4281 dated July 09, 1997. It was founded by Doğuş Education Foundation on the initiative of Doğuş Schools Group with the aim of establishing a world-class university.

The university offers a wide range of undergraduate and graduate programs through its five faculties: the Faculty of Arts and Sciences, the Faculty of Law, the Faculty of Economics and Administrative Sciences, the Faculty of Engineering, and the Faculty of Art and Design.

Committed to academic excellence, Doğuş University aligns its curriculum with the Bologna Process and the European Higher Education Area (EHEA), ensuring compatibility with international standards. The university promotes interdisciplinary learning, student-centered education, and active collaboration with industry and international academic partners.

Doğuş University emphasizes quality assurance, continuous curriculum development, and research innovation, supporting both local and global engagement in higher education.

In 2024, a total of 177 administrative, technical, health and janitorial staff served at DOU, while 435 academic staff served in the current academic staff.

Doğuş University consists of the Faculty of Graduate Studies, Faculty of Arts and Sciences, Faculty of Economics and Administrative Sciences, Faculty of Law, Faculty of Engineering, Faculty of Art and Design, School of Health Sciences and Vocational School.

DEPARTMENT PROGRAM NUMBERS	
DOCTORATE	4
HIGH SCHOOL	22
LICENSE	34
PRE-HIGH SCHOOL	42

DOU provides education in two separate campuses: Dudullu Campus and Çengelköy Campus. Doğuş University Dudullu Campus houses the Faculty of Arts and Sciences, Faculty of Engineering, Faculty of Engineering, Faculty of Art and Design, School of Health Sciences and Vocational School. Çengelköy Campus houses the Faculty of Economics and Administrative Sciences, the Faculty of Law and the Institute of Graduate Studies.

Since Doğuş University is a foundation university, its legal representative is the Board of Trustees. The university structure consists of the Rector, Vice Rectors, the University Board of Directors and the Senate Board, which are established to take decisions in their respective areas of authority, followed by academic units consisting of faculties and directorates, the General Secretariat and Research Centers to which administrative units are affiliated.

Doğuş University carries out its education and training activities with a strong academic staff. This staff structure ensures that the university's education and training processes are managed effectively and high quality services are provided.

NUMBER OF PERSONNEL	
DOCTORAL FULL-TIME STAFF	135
ASSOCIATE PROFESSOR	24
PROFESSOR	50
TEACHING ASSISTANT	143
RESEARCH ASSISTANT	75
TOTAL ACADEMIC STAFF	427
ADMINISTRATIVE STAFF	169

The mission of DOU is to educate well-equipped and well-rounded individuals who know their country and the world, perceive and respect differences, have a solution-oriented perspective, produce innovative ideas, adopt critical reasoning, carry an intellectual identity; to take a leading role in the developments of our country in the fields of science, technology, art and culture and to carry out studies for the benefit of society.

DOU's vision "To be a world university that always aims for excellence in education, training, research and community service. " can be expressed as follows. DOU's values are defined as a higher education institution that adopts quality education as a principle, focuses on contributing to science through research and publication, focuses on student-centered education, has a high sense of quality, attaches importance to academic autonomy, respects ethical values, supports individual development, is sensitive to the environment, adopts lifelong education, closely monitors global problems, aims to find solutions, and embraces its corporate culture.

Doğuş University's long-term strategy is based on enhancing academic excellence, strengthening social contribution and developing global interaction. The University aims to improve the quality and accessibility of education at all levels, encourage impactful research and international collaborations, and support innovation through interdisciplinary approaches.

In line with its commitment to strong collaboration with industry, the institution focuses on aligning education with changing market needs and enhancing students' employability . It also emphasizes environmental and social sustainability through responsible policies and practices.

Institutional development is guided by digital transformation, infrastructure improvements and the development of a strong academic culture based on ethical values. Strengthening alumni relations, increasing employee satisfaction and enhancing institutional visibility are critical to the sustainability of long-term growth and institutional relevance.

3   General information on the study programmes

3.1   Programme 01: "Civil Engineering" (B.Sc.)

Location	Doğuş University Dudullu Campus
Date of introduction	2017
Faculty/ department	Faculty of Engineering
Standard period of study(semesters)	8 semesters
Number of ECTS credits	240
Number of study places per year	20
Number of students currently enrolled	65
Average number of graduates per year	20
Target group(s)	High school graduates
Admission requirements	National university entrance exam (YKS)
Form of study	Full time
Tuition fee	150,000 TRY (~3,400 €)

3.2   Programme 02: "Economics (Turkish)" (B.Sc.)

Location	Doğuş University Çengelköy Campus
Date of introduction	
Faculty/ department	Faculty of Economics and Administrative Sciences
Standard period of study(semesters)	8 semesters
Number of ECTS credits	240
Number of study places per year	38
Number of students currently enrolled	192

Average number of graduates per year	36
Target group(s)	High school graduates
Admission requirements	- Higher Education Institutions Exam (YKS), - Foreign Student Exam (YÖS), - Vertical Transfer Exam (DGS), - Intra and Inter Institutional Transfer - Double Major and Minor Programs.
Form of study	Full time
Tuition fee	₺239,000 per year and ₺119,500 per semester (50% scholarship fee 2024)

3.3   Programme 03: "Economics (English)" (B.Sc.)

Location	Doğuş University Çengelköy Campus
Date of introduction	
Faculty/ department	Faculty of Economics and Administrative Sciences
Standard period of study(semesters)	8 semesters
Number of ECTS credits	240
Number of study places per year	42
Number of students currently enrolled	112
Average number of graduates per year	10
Target group(s)	High school graduates
Admission requirements	- Higher Education Institutions Exam (YKS), - Foreign Student Exam (YÖS), - Vertical Transfer Exam (DGS), - Intra and Inter Institutional Transfer - Double Major and Minor Programs.
Form of study	Full time

Tuition fee	₺247,000 per year and ₺123,500 per semester with 50% scholarship (2024)

3.4   Programme 04: "Electrical-Electronics Engineering" (B.Ed.)

Location	Dogus University, Dudullu Campus
Date of introduction	2021
Faculty/ department	Faculty of Engineering/Electrical Electronics Engineering
Standard period of study(semesters)	8 semesters
Number of ECTS credits	240 ECTS
Number of study places per year	40
Number of students currently enrolled	179
Average number of graduates per year	Not applicable
Target group(s)	High school graduates
Admission requirements	High school diploma or equivalent recognized by the Turkish Council of Higher Education (YÖK); Success in the national university entrance examination (YKS) for Turkish students
Form of study	Full time
Tuition fee	50% Discounted Price: ₺198,000 (6898 Euro), (1 Euro= 28,7 TL).

3.5   Programme 05: "Management Information Systems" (B.Sc)

Location	Doğuş University Çengelköy Campus
Date of introduction	2020

Faculty/ department	Faculty of Economics and Administrative Sciences
Standard period of study(semesters)	8 semesters
Number of ECTS credits	240
Number of study places per year	72
Number of students currently enrolled	313
Average number of graduates per year	
Target group(s)	High school graduates
Admission requirements	The Department of Management Information Systems accepts students through Higher Education Institutions Examination (YKS), Foreign Student Examination (YÖS), Vertical Transfer Examination (DGS), Horizontal Transfer and Double Major and Minor Programs.
Form of study	Full time
Tuition fee	₺308,000 per year and ₺154,000 per semester with 50% scholarship (2024)

3.6 Programme 06: "Political Science and Public Administration" (B.Sc.)

Location	Doğuş University Çengelköy Campus
Date of introduction	
Faculty/ department	Faculty of Economics and Administrative Sciences
Standard period of study(semesters)	8 semesters
Number of ECTS credits	240
Number of study places per year	42
Number of students currently enrolled	159

Average number of graduates per year	40
Target group(s)	High school graduates
Admission requirements	• Higher Education Institutions Exam (YKS), • Foreign Student Exam (YÖS), • Vertical Transfer Exam (DGS), • Intra and Inter Institutional Transfer • Double Major and Minor Programs.
Form of study	Full time
Tuition fee	₺239,000 per year and ₺119,500 per semester (50% scholarship 2024)

3.7 Programme 07: "Software Engineering" (B.Eng.)

Location	Doğuş University Dudullu Campus
Date of introduction	
Faculty/ department	Faculty of Engineering
Standard period of study(semesters)	8 semesters
Number of ECTS credits	240
Number of study places per year	85
Number of students currently enrolled	24+11 lateral and vertical transfers
Average number of graduates per year	45,3
Target group(s)	High school graduates
Admission requirements	Successful completion of the national university entrance exam; placement based on central exam results
Form of study	Full time
Tuition fee	360000TL, 8350 Euro

III   Implementation and assessment of the criteria

1   ESG Standard 1.1: Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

1.1   Implementation

The Doğuş University Quality Coordination Unit was established in May 2016 and became operational in October 2016. Since its inception, the unit has been committed to ensuring the effective management of university departments and administrative units. In recognition of these efforts, Doğuş University received institutional accreditation from the Higher Education Quality Board (YÖKAK) in April 2023 as part of the Institutional Accreditation Programme, which evaluates higher education institutions in Turkey.

Aligned with its institutional Quality Policy, Doğuş University has established a comprehensive Quality Management System (QMS) in accordance with the TS EN ISO 9001:2015 standard. This system is designed to guarantee the continuity and effectiveness of services, to identify and eliminate potential non-conformities and prevent their recurrence, and to facilitate the continuous improvement of educational activities. A central element of the QMS is the provision of optimal physical and digital infrastructure to support both academic and administrative units, thereby ensuring that teaching, learning, and organisational processes are carried out under the best possible conditions. At the same time, the system enables the monitoring of national and international developments in higher education and quality assurance, ensuring that the university remains responsive to global trends and evolving expectations.

In addition, the QMS supports the systematic enhancement of performance management across administrative units, thereby strengthening efficiency, accountability, and transparency in institutional processes. A strong focus is also placed on stakeholder engagement and strategic planning, which are considered integral to the sustainable development of the university. The quality management processes of Doğuş University are thus characterised by an approach that places particular emphasis on effective communication, the satisfaction of both internal and external stakeholders, and the alignment of all strategic initiatives with the university's mission, vision, and overarching objectives.

In alignment with the DOU Strategic Plan, DOU Quality Goals are determined and regularly monitored. Feedback from academic and administrative staff, students, external stakeholders, and alumni is collected through annual surveys. These surveys, designed to assess expectations, requests, and needs, are updated yearly as part of the university's commitment to continuous improvement.

Beyond defining objectives, implementation and supervision are equally critical in the quality management process. Accordingly, administrative processes are managed through five different units. The Quality Management Commission includes: The Rector, Vice-Rectors, and Faculty Deans, The Institute Director, College Director, and Vocational School Director, The Head of the Foreign Languages Unit, General Secretary, Student Representative, and Quality Unit Manager.

Additionally, internal audits are conducted by a dedicated audit team representing both academic and administrative staff. To ensure a systematic and professional approach, 28 academic and administrative personnel successfully completed the TS EN ISO 9001:2015 Internal Audit Training provided by the Turkish Standards Institute in January 2018. The first institutional internal audit was conducted in October 2018.

Audit activities are essential for maintaining and enhancing quality processes. Therefore, internal and external audit reports are carefully monitored. Since 2017, internal evaluation reports have been prepared and published on the university's official website. Furthermore, Doğuş University underwent its first Institutional External Evaluation by YÖKAK in December 2018, with the second evaluation report completed in 2021. In institutional external evaluation processes, Institutional Self-Evaluation Reports, stakeholder feedback (both internal and external), and on-site institutional visits are taken into consideration. The evaluation focuses on Doğuş University's mission, vision, and objectives, as well as the activities conducted to achieve these goals, and the efforts made to improve processes. As a result of the evaluation report, Doğuş University's strong commitment to effectively implementing its quality management approach has been recognized as one of its key strengths. Similarly, the 2021 evaluation report highlighted that the university administration successfully ensures sustainability in its quality management processes.

Addressing climate change and promoting sustainability are among the most critical global challenges of the 21st century. Universities play a key role in tackling these challenges by producing academic knowledge and raising societal awareness.

Recognizing this responsibility, Doğuş University has obtained certifications for compliance with international standards in carbon footprint verification; Water footprint verification; Energy management systems and environmental management systems.

These efforts align with the United Nations Sustainable Development Goals (UN SDGs), reinforcing Doğuş University's commitment to environmental responsibility and sustainable development.

Doğuş University has established a comprehensive Quality Assurance (QA) system to ensure the continuous improvement and accountability of its academic programs. The QA processes are designed in alignment with both national higher education regulations and European Standards and Guidelines (ESG).

The internal quality assurance (QA) structure of Doğuş University is well defined and firmly embedded within the institution. At its core, the university's Quality Commission carries overall responsibility for the development, implementation, and monitoring of quality assurance policies. This central body ensures coherence across faculties and administrative units. Complementing this structure, each faculty has designated QA coordinators who maintain close cooperation with the central QA office, thereby ensuring that quality-related processes are both locally implemented and institutionally aligned.

A range of instruments and activities provides the operational backbone of the QA system. Among these, course and teaching evaluations play a central role. At the end of each semester, students systematically assess teaching effectiveness, the relevance of course content, and the quality of learning support. The aggregated results are shared with instructors, allowing for constructive feedback loops and targeted curriculum enhancement. Beyond this, curriculum review committees—comprising academic staff, alumni, students, and external stakeholders from industry—convene annually to analyse course outcomes and to recommend curricular adjustments, ensuring both academic relevance and labour market orientation.

The university also employs further mechanisms for stakeholder feedback, including graduate and employer surveys that are conducted at regular intervals. Annual advisory board meetings complement these efforts, offering an important platform to align programme outcomes with the expectations of the professional environment and the needs of society.

These processes are guided and standardised through a comprehensive set of QA documents and guidelines. Key instruments include the university's QA Handbook, the Course Module Evaluation Guidelines, as well as institutional regulations such as the Ethics Code and the Complaint Policy, which are accessible to both students and staff.

Doğuş University also places considerable emphasis on transparency in its QA processes. Quality-related policies, course catalogues, and summaries of evaluation results are made publicly available on the university's website, thus underlining the institution's commitment to openness, accountability, and the active engagement of stakeholders.

Commissions established by the Rectorate within the scope of the Internal Quality Assurance mechanism operate in a way to serve each strategic goal. These commissions are formed with representatives from each unit and have to do regular reportings.

The Boards and Commissions that carry out the processes are as follows:

Doğuş University has established a broad and differentiated system of commissions and committees that ensures the comprehensive governance of academic, administrative, and social responsibilities. This structure reflects the institution's strong commitment to quality assurance, transparency, and continuous improvement, while also underlining its responsiveness to societal, environmental, and international developments.

In the field of academic quality and governance, several bodies play a central role. The Quality Management Commission, the Institution Internal Evaluation Commission, the Evaluation Commission, and the Performance Measurement and Evaluation Commission secure a systematic approach to quality enhancement, continuous monitoring, and accountability. Closely related to academic planning are the Academic Calendar Preparation Commission and the Course and Examination Program Preparation Committee, which ensure transparent and coordinated scheduling. The Bologna Coordination Commission guarantees alignment with European higher education standards, while the Strategic Plan Preparation Commission safeguards long-term institutional orientation.

Research and innovation are advanced through the R&D Commission, the Scientific Research Projects Commission, and the Commission for Supporting Scientific and Artistic Publications and Events, complemented by the Publication Commission and the Open Science and Access Commission, which foster the dissemination of knowledge and the principles of academic transparency.

The university's societal responsibility and sustainability are reflected in commissions such as the Zero Waste Commission, the Climate Action Plan Commission, the Disaster Management and Risk Reduction Coordination Board, and the Social Contribution Commission. These bodies demonstrate the university's commitment to environmental stewardship, social engagement, and resilience.

Student-centred services and participation are ensured through the Disabled Student Unit Commission, the Extracurricular Student Activities Coordination Committee, the Applied Trainings Commission, and the Student Council Election Committee, which collectively strengthen inclusion, co-determination, and practical learning opportunities. The Scholarship,

Discount and Support Commission further enhances equal access to education by providing financial support mechanisms.

Internationalisation is promoted through the Internationalization Commission, the Erasmus Mobility Commission, and the International Student Admission, Recognition and Equivalency Commission, supported by the Recruitment of Foreign Academic Staff Evaluation Commission, which fosters global perspectives in teaching and research.

Transparency, integrity, and safety are overseen by the Ethics Committee, the Occupational Health and Safety Committee, and the Legislation Commission, while the University Electoral Board and the Website Development and Monitoring Committee ensure orderly governance processes and accessible communication.

Taken together, this extensive network of commissions and committees constitutes an integrated governance system that is both comprehensive and responsive. It reflects Doğuş University's holistic approach to academic quality, research advancement, student support, sustainability, and international engagement, thereby reinforcing its mission and vision in a transparent, inclusive, and future-oriented manner.

1.2   Assessment

In accordance with ESG 1.1, Doğuş University has established a formal quality assurance policy, which is publicly available and communicated to all relevant stakeholder groups. This policy is firmly grounded in the requirements of ISO 9001 and encompasses all key areas of the university's academic and administrative activities. Its development and implementation are carried out in close collaboration with the university's commissions, networks, and other relevant bodies, thereby ensuring broad participation, transparency, and institutional ownership.

The quality policy functions not as a static document but as a guiding framework for the continuous enhancement of teaching, learning, and governance. Its principles are operationalised through the work of various commissions, which conduct evaluations, propose and implement process improvements, and ensure that outcomes are systematically monitored. In this way, the policy establishes a dynamic cycle of planning, evaluation, and continuous development, fully aligned with the objectives of the ESG.

The accreditation procedure has further highlighted that the university demonstrates a comparatively high proportion of female students and professors in relation to other European

institutions. This underlines its strong commitment to gender equality and the promotion of equal opportunities, both of which are integral to the institution's quality culture and strategic development.

It is particularly commendable that, on the basis of the quality policy, a wide range of commissions and networks has been established. These bodies actively support the implementation and monitoring of quality assurance measures, ensuring that the university's policy is translated into tangible practice across all levels of the institution and thereby reinforcing the credibility and effectiveness of its internal quality assurance system.

The expert panel observes that the communication between students, teaching staff, and the university leadership is exceptionally open, constructive, and marked by mutual trust. Students report that they can raise any issue directly with lecturers or the leadership and that their concerns are consistently taken seriously. This culture of dialogue and responsiveness represents a clear institutional strength and contributes significantly to student satisfaction and engagement.

Doğuş University has already initiated concrete steps to address the panel's recommendation regarding the systematic involvement of students in institutional committees and decision-making processes. Preparatory work has been carried out to design a structure that ensures the active participation of students across different levels of governance. In this context, contributions from various faculties and administrative units were taken into account, leading to the development of a roadmap for implementation.

As an initial step, student representatives have been recruited to the Quality Commission, where they are now directly involved in quality assurance processes. This development marks the beginning of a structured approach to embedding student voices in institutional decision-making. The membership of the Quality Commission, including student members, is published on the website.

Further arrangements are currently underway to establish a comprehensive model that will systematize student participation in other institutional committees. This model will be implemented in phases, ensuring a gradual but sustainable expansion of student involvement. Importantly, participation will not remain limited to quality assurance; instead, it will extend to broader areas of institutional development and governance. In this way, the university demonstrates its commitment to fostering a culture of shared responsibility and enhancing student engagement as a key driver of its future growth.

Doğuş University has further developed and implemented a detailed and user-friendly description of its complaint management procedures, ensuring that the system is both clearly structured and easily accessible. These procedures are transparently communicated to all relevant stakeholders across the institution, thereby fostering trust, accountability, and the effective use of the system. In this way, the university not only complies with formal requirements but also reinforces its institutional culture of openness, fairness, and continuous improvement.

Furthermore, Doğuş University has intensified its internationalisation efforts through the adoption of targeted strategic measures designed to expand international cooperation, enhance student mobility, and increase the global visibility of its programmes. These measures not only demonstrate the university's responsiveness to external recommendations, but also underline its commitment to aligning institutional development with international standards and best practices in higher education: Dogus University has addressed the panel's recommendation by adopting targeted strategic measures to intensify its internationalisation efforts. The university is actively engaged in a range of international initiatives aimed at expanding global partnerships, fostering student and staff mobility, and enhancing the international visibility of its programmes. Through these initiatives, the university has strengthened its global academic presence and created a vibrant international community. By deepening such partnerships and attracting international students and staff, Doğuş University not only advances its strategic goal of internationalisation, but also ensures that its programmes and research achieve a broader global impact.

1.3 Conclusion

The criterion is **fulfilled for all study programmes**.

2   ESG Standard 1.2: Design and approval of programs

Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be clearly specified and communicated and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

2.1   Implementation

General

The normal education period for undergraduate degrees at the DOU is 8 semesters. The duration of study for the undergraduate degree is a maximum of 14 semesters. There are compulsory and elective courses, each worth 30 ECTS per semester, with a total of 240 ECTS.

According to the Doğuş University Associate and Bachelor's Degree Education-Teaching and Examination Regulations Article 20:

Course credits are determined by the Senate, taking into account the credit range set by the Higher Education Council (Yükseköğretim Kurulu) for the relevant program's diploma level and field according to the Turkish Qualifications Framework for Higher Education (TYYÇ), as well as the students' workload. The course ECTS credits are calculated based on the workload, considering the learning outcomes, including the theoretical or practical class hours and other activities, that contribute to the knowledge, skills, and competencies defined for the relevant diploma level and field in the TYYÇ. The calculation is made in accordance with the principles determined by the Senate.

The curriculum of Doğuş University is systematically organised in alignment with the European Credit Transfer and Accumulation System (ECTS), thereby ensuring both transparency and international comparability. Students are assigned a standard workload of 30 ECTS credits per semester, which reflects the nominal study load and guarantees a balanced progression throughout their studies. The total credit requirements correspond to the respective degree cycles and are fully consistent with international standards: associate degree programmes comprise 120 ECTS credits, four-year bachelor's degree programmes 240 ECTS credits, five-year bachelor's degree programmes 300 ECTS credits, and six-year bachelor's degree programmes 360 ECTS credits. This clear structuring of the curriculum not only facilitates

student mobility and recognition of qualifications but also contributes to the overall coherence, studyability, and quality assurance of the academic programmes.

In the Doğuş University system, one academic year consists of 14 weeks, excluding the final exams. One class hour is defined as 50 minutes, and one credit corresponds to one theoretical class hour or two practical class hours. In the case of a practical class hour, the credit is also considered to be one. The European Credit Transfer System (ECTS) refers to the system that facilitates the transfer of course credits and grades from one higher education institution to another, both nationally and internationally, based on the credits students earn and pass. In the Doğuş University system, a student workload of 25 hours is equivalent to one ECTS credit.

According to the Doğuş University Associate and Bachelor's Degree Education-Teaching and Examination Regulations, a student's ECTS credit load per semester is 30 ECTS. Students with a cumulative grade point average (CGPA) below 2.50 are not allowed to take more than this load. Starting from the third semester, students with a CGPA of at least 2.50 can take a maximum of 6 additional ECTS credits, while students with a CGPA of at least 3.50 may take up to 15 additional ECTS credits.

At the curriculum update stage, national and international frameworks are considered carefully. The programmes objectives and learning outcomes of the Turkish Higher Education Qualifications Framework (TYYÇ) is the basis of the program. As a member of the European University Association (EUA), Doğuş University integrates EUA's vision and priorities into its curriculum development processes. In line with EUA's 2030 vision, the university aims to serve society beyond institutional boundaries by embracing different institutional profiles while prioritizing education, research and innovation.

The programmes learning outcomes are periodically updated to train professionals who can meet the evolving needs of the modern business world. In the course of this process the learning outcomes are updated if necessary and curriculum changes are made to align with the new outcomes. A Curriculum Renewal Commission is authorized within the faculty to oversee these updates, and the necessary curriculum modifications are than implemented. A Department Advisory Board is established with annual meetings where the collected feedback and recommendations is reviewed to determine the learning outcomes.

Regular surveys are conducted with students, alumni (where possible), industry representatives, and academic staff to assess the knowledge, skills, and competencies of graduates. The survey results are shared with each stakeholder group, along with information about the department's objectives, student and faculty numbers, and other relevant details. Participants are first asked about their opinions on the department's status, followed by their expectations and suggestions for the department.

Based on the survey results, the findings of the Search Conference, and the data obtained from previous Advisory Board Meetings, necessary revisions to the learning outcomes are evaluated in consultation with the department council to ensure consensus.

Overview of the curriculum approval process

The curriculum approval process at Doğuş University follows a structured, multi-layered procedure that ensures both academic rigor and stakeholder involvement. The process begins with the initial design, which is drafted by the academic staff and the respective department board. This draft is then subjected to an internal review carried out by the curriculum committee. The committee brings together a wide range of perspectives, including faculty members, quality assurance coordinators, external advisors from industry, and alumni, thereby ensuring that the proposed curriculum is both academically sound and aligned with labour-market needs and societal expectations.

Following this review, the curriculum enters the approval stage, where it is finalised at the Faculty Board and subsequently ratified by the Senate of the University, thus guaranteeing institutional coherence and compliance with university-wide standards. The final step is the publication of the approved curriculum, including any changes or updates, through the university website and student portals, ensuring transparency and accessibility for all stakeholders.

"Civil Engineering" (B.Sc.)

The Civil Engineering program at Doğuş University is designed to provide students with a balanced foundation in theoretical knowledge and practical application in engineering systems. The curriculum development is aligned with the National Qualifications Framework and ensures compatibility with Bologna Process requirements, using the European Credit Transfer and Accumulation System (ECTS).

The programme structure is designed to provide students with a solid academic foundation while allowing for specialisation and practical experience. It encompasses a balanced combination of **compulsory courses** in mathematics, the basic sciences, and the core fields of engineering, thereby ensuring that all students acquire the essential knowledge and skills required in the discipline. In addition, a broad range of **elective courses** is offered in the areas of construction, geotechnical, structural, transportation, and water resources engineering, enabling students to develop individual academic profiles and pursue specific professional interests.

To foster integrative learning and the application of theoretical knowledge to real-world challenges, students complete a **Capstone Project** in their final year (IM 492), which encourages independent problem-solving and project-based teamwork. Furthermore, the programme includes **two compulsory summer internships**, ensuring that students gain practical insights and professional experience that complement their academic studies. Together, these components contribute to a coherent and well-structured curriculum that combines academic depth, practical relevance, and employability.

As stated by the university, the department distinguishes itself within the higher education landscape through its unique facilities, strong industry collaborations, and pioneering research initiatives. Notably, it is the only department among foundation (private) universities in the country that is equipped with an advanced wave-current flume. This specialized infrastructure significantly enhances both educational and research activities by providing students with direct, hands-on experience in experimental studies, thereby bridging the gap between theoretical knowledge and practical application.

Furthermore, the department has established robust collaborations with organized industrial zones, conducting joint projects that allow students to engage in real-world engineering challenges. These partnerships not only strengthen the practical training of students but also contribute to their professional development by fostering early industry-academia integration.

In addition, the department plays a leading role at the national level in research on the impacts of multi-fault ruptures, an increasingly critical area of study given the country's seismic vulnerability. Through its pioneering work, the department contributes to the advancement of scientific knowledge, informs engineering practices related to earthquake resilience, and supports public awareness initiatives in disaster risk management. With its state-of-the-art facilities, strong ties to the industry, and commitment to addressing critical societal needs through research, the department, as stated in the self-report, stands out as a center of excellence within the institution and beyond.

Since the country is an earthquake-prone region, the topic of earthquakes is of great importance. The professors are currently working on the creation of a database for artificial intelligence to guide disaster coordination and damage assessment efforts in the event of a future earthquake. This work involves studying the changes in earthquake characteristics within the soil and their impact on structures, aiming to develop an early warning system.

The civil engineering program aims to inform students about current and future trends by monitoring recent developments in the field. Students are introduced to rapidly advancing

areas such as building technologies, sustainable construction methods, or innovative material use, and understand how these innovations can be applied both theoretically and practically. For example, topics like 3D-printed concrete structures and the design of energy-efficient buildings help students gain knowledge relevant to future civil engineering needs. Additionally, the department's courses in civil engineering raise awareness about digitalization and data management. Through an interactive question-and-answer approach, students also could observe the importance of the subjects they study and how they are connected to the latest developments in the industry. This program equips students not only with theoretical knowledge but also with the skills needed to adapt to fast-evolving developments in the engineering world, ensuring their preparedness for both current and future engineering challenges.

"Economics (Turkish)" (B.Sc.)/ "Economics (English)" (B.Sc.)

The Department of Economics was established in the 2017-2018 academic year. The theoretical courses in the program are designed to help students grasp economic theory and develop a deeper understanding of real-world economic events. Additionally, the curriculum incorporates courses from various social science disciplines, aiming to enhance students' ability to think multidimensionally and establish cause-and-effect relationships. Beyond comprehensive economic theory, students are equipped with econometric and statistical methods, enabling them to transform theoretical knowledge into practical problem-solving tools.

Students also have the opportunity to apply their academic knowledge in real-world settings through internships. Furthermore, they can broaden their academic and professional horizons through double major, minor, and international exchange programs, allowing them to gain interdisciplinary skills and a global perspective.

Graduates of the Department of Economics have a diverse range of career opportunities in both the public and private sectors. Many find employment in financial institutions, consultancy firms, and other key areas of the financial system. Additionally, those who succeed in the public sector entrance exams can pursue careers in various government institutions and organizations.

The Department of Economics at Doğuş University is committed to providing a high-quality education; to achieve this goal the curriculum is overviewed and updated at frequent intervals.

The main data sources for curriculum update are the changes in curriculums of leading world universities and recommendations of internal and external stake holders.

Doğuş University continuously monitors and refines its curricula in order to remain aligned with international standards and evolving stakeholder needs. Each year, the curricula of reputable universities from different parts of the world are carefully analysed and used as a benchmark for further development. In addition, the programme benefits from the input of an **Advisory Board**, which is composed of graduate representatives, academics from other universities, and industry professionals. The Advisory Board meets annually, and its recommendations constitute an important source of guidance for curriculum updates.

Further input is collected through **systematic feedback mechanisms** involving both students and faculty members. At the end of each academic year, questionnaires are administered to capture their expectations of the programme and to identify areas for improvement. These combined processes ensure that curriculum development is evidence-based, internationally informed, and responsive to the needs of both the academic community and the labour market.

At the curriculum update stage, national and international frameworks are considered carefully. The program objectives and learning outcomes of the Turkish Higher Education Qualifications Framework (TYYÇ) is the basis of the program. Furthermore, being a member of the European University Association (EUA), Doğuş University integrates the vision and the priorities of the EUA into its curriculum development processes. In line with EUA's 2030 vision, the university aims to serve society beyond institutional boundaries, embracing diverse institutional profiles while prioritizing education, research, and innovation. Accordingly, the Department of Economics has structured its curriculum around five key objectives: Inclusive Curriculum, Education for Sustainable Development, Education for Prosperity, Digital Transformation, and Increasing Employment Opportunities.

To support the goal of an inclusive curriculum, first-year students are encouraged to explore various fields within the social sciences through foundational courses such as Introduction to Social Sciences, Introduction to Law, and Introduction to Political Science. These courses are designed to help students to develop an interdisciplinary perspective. In line with the United Nations Sustainable Development Goals (UN SDGs), the department promotes education for sustainable development by integrating courses such as Consumer Society and Sustainability, Innovation Economics, Energy Economics, and Environmental and Natural Resource Economics. These courses aim to raise students' awareness of climate change and sustainability. To enhance students' emotional, mental, and physical well-being, the curriculum

includes courses such as Volunteering Activities, Non-Governmental Organizations, and History of Art. These courses enhance social responsibility and personal development. The program also emphasizes Digital Transformation, ensuring that students adapt to the rapidly evolving technological landscape. Courses such as Digital Economics, Information Technology, Blockchain Technologies and Virtual Money, Introduction to Data Management and Business Intelligence, Informatics Ethics, and Introduction to Management Information Systems equip students with essential digital skills. Additionally, courses like Technology Addiction aim to increase the students' awareness about negative effects of digitalization on daily life.

Besides giving academic background, the curriculum also aims to support the students in professional development. Microeconomics, Macroeconomics, Econometrics, Economics Policy, Game Theory, Development Economics are some of the courses that provide theoretical information with applications of real-life economic phenomena. Courses such as Seminar, Research Project, and Graduation Project provide students with the opportunity to apply their knowledge to real-world issues through scientific research and project-based learning. These courses also help students develop essential competencies such as effective public speaking, body language, teamwork, conflict resolution, and stress management.

Moreover, the mandatory internship, which is a graduation requirement, enables students to gain hands-on business experience, bridging the gap between theoretical knowledge and practical application. This ensures that students graduate with both academic expertise and practical skills, preparing them for successful careers in economics and related fields.

"Electrical-Electronics Engineering" (B.Sc.)

The Department of Electrical and Electronics Engineering aims to provide theoretical and applied Engineering education at undergraduate, graduate and doctoral levels, which is compatible with the basic engineering science principles. The goal is to train engineers who can follow the current science and technology in the field of electricity and electronics in Turkey and in the world while having the skills of analysis and application. In line with this goal, the Department benefits from the opportunities of the industry and our non-university stakeholders through sectoral collaborations, as well as from the existing laboratories and R&D offices in the department, in order to implement scientific and technological innovations in a way that will contribute to the service of our country and all humanity. Thus, in addition to basic engineering concepts, DOU states to provide students with advanced education and training opportunities

in subjects such as design and analysis of electricity, electronics, circuits and systems, communication systems, electrical energy systems and facilities, electrical machines, power electronics and hardware design, with the ability to analyse, design and apply. Students should be enabled to gain supported knowledge and skills.

The Electrical and Electronics Engineering programme has been developed in accordance with the Higher Education Qualifications Framework (YYÇ) determined by the Council of Higher Education (YÖK) of Türkiye. The learning outcomes of the programme overlap with the engineering qualifications determined by YÖK.

The study programme continues for eight semesters. Students receive education in two main semesters, fall and spring. The mandatory courses in the programme include basic engineering courses such as Electrical Circuits, Electronic Circuits, Digital Systems, and Communication Systems. Students can develop expertise in their own areas of interest with elective courses. For example, elective courses are offered in advanced areas such as Artificial Intelligence, Embedded Systems, and Image Processing. Students also have to do three compulsory (summer) internships during their programmes. The learning outcomes of each course of the programme have been determined to produce graduates who have acquired engineering knowledge and skills. This structure allows students to tailor their learning paths according to their individual interests and career goals.

The programme uses simulation tools and laboratory studies to provide students with practical experience as well as theoretical knowledge. Students also can work on real-world problems through projects and group work to produce creative solutions. Hybrid teaching methods supported by digital tools and online educational materials are also adopted.

In addition, students can develop creative solutions to current problems in the field of engineering with their graduation projects. The program also offers students international exchange programs and internship opportunities abroad.

The Electrical and Electronics Engineering programme is regularly reviewed by DOUs university curriculum development committee. During this process, feedback from academic staff members, industry experts, alumni, and students is considered. In addition, new developments and technological advances in the sector are integrated into the curriculum.

"Management Information Systems" (B.Sc.)

As a multidisciplinary field that bridges both computer science and business management, Management Information Systems (MIS), as stated in the self-report, plays a critical role for businesses operating in today's global and technologically competitive environment. From this point of view, Doğuş University Management Information Systems (MIS) undergraduate program was established with the aim of educating students who can approach businesses from the perspective of technology requirements.

Management Information Systems Professionals ensure the generation, innovation, dissemination and management of information. They are the people who can apply the information obtained through computer systems to the solution of problems in the fields of management and business.

Developed economies in the world are moving away from being industry-based and transforming into knowledge-based economies. The rapid growth in the service and information sectors increases the demand for management information systems specialists and diversifies and expands job opportunities.

The Department of Management Information Systems has structured its curriculum around five main goals: Inclusive Curriculum, Education for Sustainable Technologies, Education for Prosperity, Digital Transformation and Increasing Employment Opportunities.

To support the goal of an inclusive curriculum, first-year students are encouraged to explore various fields in the social sciences through core courses such as Introduction to Business, Fundamentals of Economics and Introduction to Management Information Systems. These courses are designed to help students develop interdisciplinary perspectives.

In line with the United Nations Sustainable Development Goals (UN SDGs), the department promotes Education for Sustainable Technologies by integrating courses such as Digital Transformation, Information Security, Innovation Management. These courses aim to increase students' awareness of technology integration and sustainable knowledge.

To enhance students' emotional, mental and physical well-being, the curriculum includes courses such as Volunteering Activities, Non-Governmental Organizations and Art History. These courses promote social responsibility and personal development.

The program also emphasizes Digital Transformation, ensuring that students adapt to the rapidly evolving technological landscape. Courses such as Blockchain Technologies and Virtual Money, Introduction to Data Management and Business Intelligence, Informatics Ethics, and Introduction to Management Information Systems equip students with essential digital

skills. Additionally, courses like Technology Addiction help students critically assess the impact of digitalization on daily life.

The curriculum is designed not only to enhance students' academic knowledge and skills but also to support their professional development. Courses such as Seminars, Research Projects, and Graduation Projects provide students with the opportunity to apply their knowledge to real-world issues through scientific research and project-based learning. These courses also help students develop essential competencies such as effective public speaking, body language, teamwork, conflict resolution, and stress management.

Moreover, the mandatory internship, which is a graduation requirement, enables students to gain hands-on business experience, bridging the gap between theoretical knowledge and practical application. This ensures that students graduate with both academic expertise and practical skills, preparing them for successful careers in economics and related fields.

Graduates of Management Information Systems can work both in the government and private sector in every unit where information technologies are used intensively. Some of the positions that graduates can work in are: systems analyst and designer, information systems manager, programmer, project specialist and manager, IT specialist and manager, business analyst, finance specialist and manager, human resources specialist and manager, academician marketing, sales, business development, business systems analysis and design, database analyst, CRM specialist, system administration, software development and web, mobile applications.

"Political Science and Public Administration" (B.Sc.)

The Department of Political Science and Public Administration brings together two closely related disciplines, political science and public administration; it aims to place critical thinking and a questioning mind in order to understand current problems with theoretical and practical discussions in the fields of politics and management science.

The Public Administration discipline analyses the decision and policy-making processes in an administrative system. It creates and regulates the preparation of public policies at local, national and international level, organization of institutions, management and practices. The discipline of Political Science serves as a broad discipline covering topics such as political institutions, political systems, political actors, relations between them, state, government, democracy, authority, social classes, political parties, gender, identities, institutions of oppression, ideologies. The Department of Political Science and Public Administration is a department that provides education based on these two basic disciplines. On the one hand,

the department aims to train intellectually and scientifically equipped individuals and qualified, inquisitive citizens; on the other hand, it aims to train managers, personnel, researchers at the level of local, national and international political institutions and civil society; and academicians for the political science and public administration, international relations, political science and international relations departments of universities.

The Department of Political Science and Public Administration at Doğuş University is committed to providing a high-quality education; to achieve this goal the curriculum is overviewed and updated at frequent intervals. The main data sources for curriculum update are the changes in curriculums of leading world universities and recommendations of internal and external stake holders.

Curriculum development at Doğuş University is conceived as a dynamic and participatory process that systematically incorporates international benchmarks and stakeholder feedback. Each year, the curricula of reputable universities across different regions of the world are carefully analysed to ensure that the programme remains competitive, up to date, and internationally comparable.

In addition, the programme benefits from the guidance of an **Advisory Board**, which brings together a broad spectrum of perspectives by including graduate representatives, NGO representatives, local administrators, and academics from other universities. The recommendations of the Advisory Board, gathered during its annual meetings, provide a valuable basis for curriculum revisions and ensure that both societal needs and professional requirements are duly taken into account.

Complementing these mechanisms, the university conducts **annual surveys among students and faculty members**, designed to capture their expectations and experiences with the programme. The results of these questionnaires are systematically evaluated and used as further input for curricular enhancement. Through this combined approach, the programme guarantees that curriculum updates are not only evidence-based and internationally oriented but also responsive to the voices of its immediate academic community and local stakeholders.

The Department of Political Science and Public Administration aims to educate individuals who can produce solutions to local and national problems both from different institutional perspectives and from an international and interdisciplinary perspective, who can use critical and analytical thinking skills competently, who constantly renew themselves, who are creative, entrepreneurial, investigative, inquisitive, committed to ethical values, who are prone to collaborative work and democratic participation, who have citizenship awareness and social responsibility by constantly developing and updating their curriculum.

Depending on the curriculum policy, students of the Department of Political Science and Public Administration are provided with an interdisciplinary perspective with compulsory courses from different disciplines or common compulsory courses such as Principles of Economics, Introduction to Law, Introduction to Social Sciences, Introduction to Social Psychology.

Courses such as Political History, Turkish Constitutional Law, Turkish Constitutional History, Political Sociology, Public Finance, Political Economy, Administrative Law, which are specific to the program and are in close contact with disciplines such as history, sociology, law, finance and economics also strengthen the interdisciplinary perspective.

Courses such as Understanding the University and Critical Thinking, Critical Reading and Writing in Turkish, Mathematics for Social Sciences, Statistics for Social Sciences, Critical Reading and Writing in English provide students with critical and analytical thinking skills.

Courses such as Globalization and Comparative Political Systems enable students to have an international perspective, that is, to analyze and interpret national problems on an international scale.

The course Research Methods for Social Sciences teaches students research techniques specific to the field of social science, while courses such as Seminar, Research Project, and Graduation Project make scientific research and theoretical knowledge a practical skill for students and help students develop essential competencies such as effective public speaking, body language, teamwork, conflict resolution, and stress management.

Courses such as Selected Readings on Democratic Theory, Citizenship and Society, Social Movements and Civic Action, Consumer Society and Sustainability, Gender and Politics, Urban Politics, Identity Politics, Migration Politics, Environmental Politics enable students to gain awareness and sensitivity on ethical values and issues such as democracy, social responsibility, citizenship, pluralism, equality, sustainability, development, environment and to have a sense of responsibility.

Courses such as Introduction to Political Science and Public Administration, Introduction to Political Science, History of Political Thought, Turkish Government, Contemporary Political Ideologies, Turkish Political Life, Local Governments enable students to gain professional theoretical knowledge specific to the field.

Elective courses such as Volunteering Studies, Non-Governmental Organizations and Art History allow students to develop their emotional, mental and physical skills. In addition, elective courses such as Artificial Intelligence and Data Management, Blockchain Technologies and Virtual Currency, Technology Addiction, Information Technology Ethics

provide students with knowledge about today's technology and the problems created by technological developments.

"Software Engineering" (B.Sc.)

The Software Engineering program has implemented a systematic process of curriculum updates based on technological advancements, employer needs, and international standards in computing education. Development decisions are discussed in department boards and approved at the faculty and senate levels.

The Software Engineering undergraduate programme at Doğuş University is, as stated in the self-report, one of the most dynamic and in-demand programmes within the Faculty of Engineering, designed to meet the growing need for qualified software professionals in the digital age. The language of instruction for the program is Turkish. A strong emphasis is placed on the integration of computer-aided education, and students benefit from modern technological infrastructure throughout their studies.

What distinguishes this programme is its balance between theoretical foundations and practical application. Students engage in real-world scenarios through project-based learning, internships, and capstone projects. The curriculum is continuously updated based on technological trends and feedback from industry partners and alumni, ensuring that the programme remains relevant and competitive in the evolving job market.

The department fosters a culture of innovation and entrepreneurship by encouraging students to participate in software competitions, hackathons, and start-up initiatives. Advanced elective courses in areas such as artificial intelligence, mobile application development, cybersecurity, and data science enable students to specialize in high-demand fields.

Additionally, the programme benefits from state-of-the-art laboratories, close ties with industry, and international mobility opportunities through Erasmus+ agreements. Its graduates are highly sought after in both national and international job markets, making the programme one of the university's flagship offerings.

The Software Engineering curriculum is developed in alignment with the National Qualifications Framework (NQF-HETR). The programme's continuous improvement is overseen by academic staff and through structured student feedback mechanisms.

The programme balances theoretical foundations with practical applications. Courses progress from fundamental sciences and programming in the first two years to advanced software engineering topics and electives in later semesters. A graduation project and a research-based

course ensure integration of knowledge, research, and innovation in real-world scenarios. Elective courses, offered in both departmental and university-wide categories, support interdisciplinary growth and specialization.

The academic calendar at Doğuş University is structured into two main semesters, the Winter (odd) and the Summer (even) term, ensuring an organised and consistent study progression. The programme follows a semester-based system and comprises a total of 240 ECTS credits, distributed over eight semesters (four years). It is carefully designed to offer students a balanced education that integrates theoretical knowledge, practical application, research, and innovation.

During the first two years, the curriculum places emphasis on building a strong foundation in core engineering and computing disciplines, including mathematics, physics, programming, and algorithms. The third and fourth years focus on advanced principles of software engineering, complemented by a broad selection of electives that allow for academic specialisation. At this stage, students also gain real-world experience through compulsory internships and a capstone graduation project, which strengthen their professional readiness and problem-solving skills.

Courses are systematically categorised into compulsory courses, covering the essential areas of computing and software engineering, and elective courses, which enable students to explore a wide variety of topics within and beyond their discipline. Elective options include departmental, faculty, science, and university-wide offerings, with specialisations available in contemporary and future-oriented fields such as Artificial Intelligence, Mobile Development, Cybersecurity, and Data Mining. This structure ensures both academic coherence and the flexibility to pursue individual interests, thereby equipping graduates with a strong and versatile profile for professional and academic advancement.

This structure allows students to explore interdisciplinary interests and specialize in areas aligned with their personal and professional goals. In addition to compulsory and elective coursework, students are required to complete three internships: one at the end of each of the first, second, and third academic years. These internships provide practical experience and help bridge the gap between theoretical knowledge and real-world applications. The curriculum includes a research project in the seventh semester and a graduation project in the final semester, allowing students to apply their theoretical knowledge in practical and innovative ways.

2.2   Assessment

General recommendations for all study programmes

All evaluated programmes at Doğuş University are currently offered in Turkish, which naturally appeals primarily to native speakers. Nevertheless, internationalisation is an integral part of Doğuş University's mission. In line with this, a number of students aspire to pursue their master's studies abroad, where programmes are typically conducted in English. During the discussions, students expressed a clear interest in having technical courses delivered in English, as such courses are already available in other parts of the university.

It appears that there are regulations in place which may allow courses taught in English to be recognised as substitutes for Turkish courses. However, students are not always sufficiently aware of these possibilities. Doğuş University has, in fact, established an institutionalised process to guide students in this regard. This process is firmly anchored in the university's education and training regulations and guidelines, which are publicly accessible on the university website.

Furthermore, these documents are introduced to students during orientation programmes. Each student is assigned an Academic Advisor who provides ongoing information, support, and guidance in the process of course selection and throughout their academic journey. Students are encouraged to approach their Academic Advisor during office hours or via email. In addition, the administrative staff of the Student Affairs Office are available to assist with applications and to address any further inquiries, thereby ensuring that students are well supported and adequately informed.

During the evaluation, the panel noted that the formulation of learning outcomes is in place across all study programmes. However, in some cases the descriptions remain rather general and would benefit from further differentiation and precision. Clearly articulated learning outcomes are essential not only for ensuring transparency for students and stakeholders, but also for enabling the systematic mapping of curricula, the assessment of student achievement, and the ongoing enhancement of teaching and learning.

A regular review process of these outcomes would allow the university to reflect developments in the respective academic disciplines, changing expectations of the labour market, and the evolving needs of society. Such a review should include the participation of relevant stakeholders, including teaching staff, students, alumni, and external experts, thereby ensuring both academic validity and practical relevance.

The panel is confident that by refining the learning outcomes and institutionalising their periodic review, the university will further strengthen the coherence of its programmes, foster

comparability with international standards, and enhance the overall quality and credibility of its educational provision.

The criterion is **fulfilled.**

General recommendation for Software Engineering (Bachelor), Civil Engineering (Bachelor), Electrical Engineering (Bachelor)

The panel recommends that a preparatory course in Mathematics and Physics be introduced at the beginning of the first semester. In the view of the panel, this would serve as an important bridging measure to ensure that all incoming students enter their studies with a comparable level of foundational knowledge, regardless of the quality or orientation of their previous schooling. Since the student body is often characterized by considerable heterogeneity in prior knowledge, especially in the fields of applied mathematics and basic physical principles, such a preparatory course could help mitigate disparities that otherwise tend to manifest during the first year of study.

By aligning competence levels across the cohort from the outset, the course would support a smoother transition into the core curriculum and enable students to better cope with the academic demands of engineering studies. In particular, the panel notes that a lack of sufficient grounding in mathematics and physics often creates difficulties in understanding subsequent modules such as statics, strength of materials, and structural analysis, which heavily rely on this foundational knowledge.

The preparatory course could be designed as an intensive module delivered in the first weeks of the programme or as a compact "zero-semester" format immediately prior to the official start of the semester. Its contents should ideally include a focused review of essential mathematical skills (e.g., algebra, calculus, trigonometry, and basic statistics) as well as the fundamental laws of mechanics and physics relevant to engineering applications. Where appropriate, digital learning tools and self-assessment exercises could be incorporated to allow students to evaluate their individual progress and address remaining knowledge gaps.

The panel is convinced that the introduction of such a preparatory course would not only facilitate a more coherent and consistent learning progression throughout the semester but would also reduce drop-out risks, increase student confidence, and contribute to a more positive overall learning environment.

The criterion is **fulfilled.**

The expert panel proposes the following recommendation:

- A preparatory course in Mathematics and Physics should be offered at the beginning of the first semester to ensure that all students enter their studies with a comparable level of foundational knowledge. This would help equalize competence levels across the cohort and facilitate a more coherent learning progression throughout the semester.

"Civil Engineering" (B.Sc.)

The Civil Engineering programme at Doğuş University is an international level programme that includes all of the core areas of engineering that would be found around the world. It meets other international criteria, such as the USA's ABET and the UK's Council of Engineering criteria for Civil Engineering degree programmes. This means that the Doğuş University Civil Engineering programme is capable of contributing to its Mission to "educate well-equipped and well-rounded individuals" and "to take a leading role in … the fields of science, technology… for the benefit of society."

As each program has an advisory board made up of industry experts, academic staff and graduate students; there is a clear path to broad involvement in study programme design and review and continual improvement. The formal approval process of design and any changes is well documented, starting from the initial design, review, approval and publication to the student portal and University website. The learning outcomes of the program are developed according to the US ABET style, which means they are well developed and aim to move the student from the fundamental maths and science knowledge through to complex topics such as decision making, ethics and sustainable development in engineering. The ABET learning outcomes mirrored in this Civil Engineering programme and common to many similar programs worldwide also have the Council of Europe higher education purposes built into them, such as lifelong learning among others. The assessment of the learning outcomes spread across the core courses and final project of the programme are completely satisfactory for a Bachelor level programme.

Civil Engineering in general provides broad career paths from transport and traffic planning and management to coastal design. This degree program provides all the opportunities that a Civil Engineer would expect and also has some focus areas specific to the region, such as seismic engineering, considering that Turkey is in a seismic area and prone to earthquakes both recently and throughout its history. The strong connection to industry and compulsory internships is also helpful for graduates.

One of the most well-developed areas of the programme is the electives, and rules for electives where we can see a broad range of electives ranging from the University Level, through the Faculty Level and down to the Department Level, with some positive restrictions on early year electives so that the focus remains only on science electives during the critical first years of the programme where much maths and science foundational knowledge is needed.

Optimisations could be made within the curriculum to ensure for smoother progression from some subjects to their more advanced courses and inclusion of practice and theory in geomatics and surveying would align the programme with most of its international peers throughout the world: With regard to the further development of the curriculum, the course *"Introduction to Civil Engineers"* could be renamed *"Introduction to Civil Engineering and Geomatics"* or a similar title. Its content might include an introduction to surveying and geomatic theory, while practical training at this stage could be omitted.

The current course *"Field Internship"* could be renamed *"Internship in Surveying and Construction Engineering"*. Within this framework, it might be advisable to include a practical component focusing on the use of surveying equipment as well as the transfer and management of geospatial data using appropriate software. Furthermore, the internship could be structured into two modules – one in surveying and another in construction engineering or a different relevant area of civil engineering.

In addition, the courses *"Transport Engineering"* and those related to coastal and other infrastructure areas could be adjusted in such a way that they further develop and apply the knowledge of surveying, geomatics, and data management acquired in the *Surveying Internship* and the newly added introductory geomatics course.

The sequence of chemistry-related subjects might also be revised. For example, *Materials Science* could be moved to the third semester, since it is normally taught before *Strength of Materials* and it would be preferable to avoid a semester gap between the study of chemistry and materials science. Complementarily, the *Building Materials* course could be shifted from the fifth to the fourth semester. This would allow a more logical progression from *Materials Science* to *Building Materials*, while also balancing the workload of the fifth semester by reducing it to six subjects – provided that *Building Materials* could be taken as a co-requisite of *Strength of Materials*.

Learning outcomes for all study programmes should be described in greater detail and reviewed regularly to ensure they remain aligned with current academic and professional standards.

A preparatory course in Mathematics and Physics should be offered at the beginning of the first semester to ensure that all students enter their studies with a comparable level of foundational knowledge. This would help equalize competence levels across the cohort and facilitate a more coherent learning progression throughout the semester.

The criterion is **fulfilled.**

"Economics (Turkish)" (B.Sc.) / "Economics (English)" (B.Sc.)

The Economics (Turkish) and Economics (English) programs are well aligned with the mission and objectives of Doğuş University. These programs support at Doğuş University aims to educate globally minded, critical thinking individuals who are responsive to societal needs by focusing on interdisciplinary education, sustainability, digital transformation, and employability.

External stakeholders and students play a central role in the design and continuous development of the study program. The department benefit from an advisory board composed of alumni, industry professionals, and academics from other institutions, which convenes annually to provide feedback. In addition to surveys which conducted at the end of each academic year, students and faculty can contribute to program development. These inputs help shape curriculum revisions and learning outcomes, ensuring relevance and responsiveness to stakeholder expectations.

The main objectives and learning outcomes of the programs are derived from the Turkish Higher Education Qualifications Framework (TYYC) and aligned with the European Universities Association (EUA). They emphasize developing students' theoretical and applied economic knowledge, analytical thinking, ethical reasoning, and problem solving skills. Learning outcomes also reflect labour market requirements by integrating practical components such as data analysis, econometrics, and sustainability focused courses. The curriculum structure is designed to achieve these objectives.

Career opportunities for graduates are well defined. Alumni pursue careers in banking, finance, consultancy, and public sector roles such as those in the Central Bank, Treasury, or Capital Market Board.

The student workload is clearly defined and aligns with European standards. The programs require the completion of 240 ECTS over eight semesters, with a balanced mix of compulsory and elective courses. The mandatory internship provides students with practical work experience before graduation. Its process is structured through a clear directive and supported by the academic advisors.

Strengths of the programmes include their robust stakeholder engagement, focus on employability, and the integration of digital and sustainability competences. The structured internship, diverse elective offerings, and access to international mobility through Erasmus+ are also commendable. However, there is room for optimization in further internationalizing the program content and increasing structured support for integrating emerging teaching technologies.

The criterion is **fulfilled.**

"Electrical-Electronics Engineering" (B.Sc.)

With the Electrical and Electronics Engineering programme, Doğuş University offers a very solid and well-defined bachelor course consisting of compulsory courses in math, natural sciences and fundamental electrical engineering courses as well as soft skills predominantly during the first semesters and elective courses specializing in the fields of electronics, wireless communication and power engineering on the technical side and further non-technical electives, especially language modules in the higher semesters. Internships are scheduled for the 7th and 8th semester. The course duration is eight semesters, and the course size is limited to 40 students per intake.

The course offers solid theoretical education in the fundamental fields of electrical engineering which is supported by lab activities. The curriculum is comparable to other courses in electrical engineering and therefore fulfils the requirements of ESG. The workload is strictly 30 CP per semester. It is well documented in the module handbook.

Doğuş University`s mission is to prepare students for local industry. Several companies are located in proximity to the campus, participate with teaching assignments in the curriculum, have funded entire labs and are active in university and faculty advisory boards. So, in general, industry involvement and orientation of the curriculum towards industry needs are given. This also allows students to begin their working career in companies, they already did their internship at. The course has a special focus on electronics and wireless communication. While these fields of specialization are very well defined and there is a vast variety of electives to choose from, the third field of specialization, which is power and energy, offers a considerably smaller number of electives although the majority of students chooses to go into this direction.

For the further development the expert panel identified several aspects of the study programmes that should benefit from further enhancement. Particular attention should be

given to cross-sectional issues, especially the area of control systems. Electrical engineering programmes typically build on a set of core and fundamental courses, such as mathematics and physics, circuit theory, electromagnetic field theory, signal and systems theory, and control systems. Among these, control systems appear to be somewhat underrepresented at Doğuş University, as there is currently only one introductory course dedicated to this field. The panel therefore suggests that the university consider offering a second module—either compulsory or elective—focusing exclusively on control systems in order to provide students with more in-depth competencies in this essential area.

Furthermore, the field of power and energy should be strengthened. At present, the programme offers four compulsory and a total of twelve to eighteen elective modules in electronics and communication, whereas in power and energy there are only two compulsory and four elective modules available. Given that the specialization in power and energy is well attended by students, the panel recommends expanding the offer in this field, for instance by adding more elective courses and potentially also further compulsory modules. This adjustment would not only reflect student demand but also ensure that the curriculum is well balanced across the different fields of specialization.

In response to the panel's recommendation, the university has initiated measures to describe the learning outcomes of all study programmes in greater detail and to establish a structured process for their regular review. Following consultations with academic staff, it was agreed that course information packages will be systematically reviewed by faculty members, with necessary adjustments made to ensure alignment with current academic developments and professional standards. Work on this process has already commenced and is actively underway, although not yet fully completed. By implementing this approach, the university demonstrates its commitment to safeguarding the continued relevance of its programmes and to fostering their continuous improvement in line with graduates' future career needs.

Finally, the panel recommends the introduction of a preparatory course in Mathematics and Physics at the beginning of the first semester. This course would help to ensure that all students commence their studies with a comparable level of foundational knowledge, thereby equalizing competence levels across the cohort. Such a measure would support a more coherent learning progression, reduce potential barriers to success in subsequent modules, and create a more solid basis for student achievement throughout the programme.

The criterion is **fulfilled.**

The expert panel proposes the following recommendations:

- The representation of cross-sectional issues, particularly control systems, should be strengthened by offering an additional module in this field.

- The specialization in power and energy should be expanded by introducing further elective and potentially compulsory courses, in order to achieve a more balanced curriculum and to meet student demand.

- A preparatory course in Mathematics and Physics should be offered at the beginning of the first semester to ensure that all students enter their studies with a comparable level of foundational knowledge. This would help equalize competence levels across the cohort and facilitate a more coherent learning progression throughout the semester.

"Management Information Systems" (B.Sc.)

The degree programme is relatively new, but taking this into account, it is highly mature. The programme itself fits directly and without any reservations into the mission of Doğuş University with a particular emphasis on alumni having a solution-oriented perspective and being capable of adopting critical reasoning, as well as being prepared to take a leading role in the developments in the fields of science and technology.

The MIS programme is multidisciplinary in nature and this fact is emphasized well within the description and structure of the program. As far as the structure is concerned, the major features of the program are in line with corresponding programs across European entities. Department authorities engage alumni and industry partners in curricula updates. The programme is spread across 8 semesters, so the workload is not too intensive. That said, the last semester introduces some risks, as the graduation project lasts one semester and shares this semester with 4 electives and settlement of the internships.

The goals of the programme include a graduate being able to recognize computer hardware, to distinguish, compare, compare, classify and select appropriate hardware as well as being able to set up a computer network system and solve problems related to networks and hardware. These areas, indeed, are often included in MIS curricula. In Doğuş University's case the content necessary to deliver these goals is not included in mandatory subjects. It is also hardly covered by currently offered electives (no Computer Networking etc.). To make this part interesting and engaging for students, additional specialized labs are usually necessary (for instance, Cisco has an educational initiative that lets students master basic switching and routing in practice). However, these topics are outside the mainstream of MIS and gravitated

towards Computer Science/Engineering. Instead of extending the range of electives to formally support all the goals, I would recommend re-visiting and trimming descriptions. It is simply not necessary.

Similarly, targeted professions include project specialist and manager. Indeed, IT profession is project-centric. That said, the curriculum is very light on IT Project Management. Mandatory courses do not cover this subject; there is an elective named "Project Management". Given that IT often uses a wider array of tools than other professions as far as running projects is discussed and mandatory subjects are a bit heavy on generic business-side content (Introduction to Business/Fundamentals of Economy/Entrepreneurship/Management and Organization) I would recommend replacing one of the mandatory generic courses with a highly specialized IT Project Management, making room for a different elective.

The list of mote technology-oriented electives is generally short. I would in particular recommend expanding data science/business intelligence "track".

The criterion is **fulfilled.**

The expert panel proposes the following recommendations:

- Doğuş University should reconsider and streamline programme goals, particularly those related to computer hardware and networking, as these are not adequately supported by the current curriculum.

- Doğuş University should strengthen the area of IT Project Management by replacing one generic business course with a specialized IT Project Management course.

- Doğuş University should expand the range of technology-oriented electives, especially in the field of data science and business intelligence.

"Political Science and Public Administration" (B.Sc.)

The Department of Political Science and Public Administration at Doğuş University has articulated a clear and coherent educational mission: to prepare well-rounded graduates capable of pursuing careers either within the Turkish government or in the private sector in positions that involve close interaction with public administration and bureaucracy. In this respect, the programme distinguishes itself from International Relations at Doğuş University, which is more explicitly oriented toward preparing students for diplomatic careers. Given this focus, it is both logical and appropriate that the programme is currently offered exclusively in

Turkish, as this ensures that graduates develop the linguistic and cultural competencies required for effective professional engagement in the national context.

The curriculum of the degree programme demonstrates a strong interdisciplinary orientation, which is well aligned with the educational goals. Students are exposed not only to economics, history, law, political philosophy, and psychology, but also to the theoretical and methodological foundations that are essential for success in both academic and professional contexts. The programme structure is thoughtfully designed: the early semesters are front-loaded with required courses that provide both the interdisciplinary and methodological grounding, as well as coverage of the major subfields of the discipline. In the later semesters, students benefit from greater flexibility, choosing among a range of electives that allow them to deepen their knowledge and to begin shaping an individual study focus.

While this design ensures coherence and progression, the panel considers that the elective component could be made even more student-friendly by organizing the electives into distinctive thematic tracks. This would help students navigate the curriculum more effectively and facilitate the planning of a more structured specialization within the broader programme.

The panel also reflected on the issue of practical training. While internships are not typically a core component of political science curricula, they are somewhat more common in public administration. At Doğuş University, students have the option of receiving academic credit for self-organized internships, and many students already make use of this opportunity. The panel therefore does not see the need to introduce a mandatory internship requirement, as the current policy offers sufficient flexibility and has proven effective in practice.

Looking to the future, and particularly in light of ongoing processes of digitalization in the public sector, the panel recommends expanding the course catalogue in the domain of e-government and governance. Topics such as design thinking for public service innovation, algorithmic governance, and digital crisis management would not only reflect contemporary developments but would also equip graduates with skills highly relevant to modern public administration.

Overall, the curriculum is comparable to what is found in leading European and American departments of political science and public administration. The panel finds no significant gaps that would need to be addressed and commends the department for designing a comprehensive programme that is clearly structured around its mission and ambitions for Turkish society.

The criterion is **fulfilled.**

The expert panel proposes the following recommendations:

- Doğuş University should organize the electives into distinctive tracks so that students find it easier to plan a study focus.
- With an eye on digitalization, it should be useful to expand the catalogue of courses in the domain of E-government and governance. One could think of design thinking for public service innovation, algorithmic governance, and digital crisis management.

"Software Engineering" (B.Sc.)

The Software Engineering programme is designed to reflect and support the mission and long-term strategic vision of Doğuş University. The university's mission emphasizes educating well-equipped, versatile individuals who are globally aware, respectful of diversity, innovative, and critical thinkers.

Doğuş University is committed to academic excellence, internationalization, interdisciplinary learning, and industry engagement. The Software Engineering programme actively contributes to these goals by fostering innovation and applied research through project-based learning, research-oriented coursework and integration with specialized laboratories. The programme supports industry collaboration and employability through mandatory internships and elective courses that reflect current technological trends, such as Artificial Intelligence, Cloud Computing, and Cybersecurity.

External stakeholders, including industry partners, alumni, employers, and professional organizations, play a critical role in shaping the curriculum and educational objectives. Student feedback is a part of the programme design and review process. Their involvement is structured through course evaluations at the end of each semester, where students assess the courses, teaching methods, and learning environment.

The degree programme is designed to produce graduates who are professionally competent, collaborative and multidisciplinary, ethically and socially responsible and finally career-ready and innovative, prepared for careers in software development, research, and leadership roles, or for further academic study. The objectives and learning outcomes of the programme are clearly defined, aligned with academic expectations for the B.Sc. level, and attuned to the dynamic needs of the professional field, ensuring that graduates are both competent and competitive in national and international contexts.

"Software Engineering" spans eight semesters and comprises 240 ECTS credits, in accordance with the Bologna Process. Each ECTS credit corresponds to approximately 25 to

30 hours of total student workload, including lectures, laboratory work, project assignments, self-study, and examinations. The curriculum is modular and progressive, ensuring that foundational knowledge is built early and developed into advanced and specialized competencies in the later stages. The first four semesters focus on foundational courses such as Mathematics, Physics, Algorithms and Programming, and Software Engineering Fundamentals, ensuring that students develop a solid technical and analytical base. Semesters 5 through 8 introduce more advanced and application-oriented topics, including Software Architecture, Quality Assurance, Operating Systems, Computer Networks, Data Mining, and Project Management. These courses enable students to tackle complex problems using contemporary engineering methods. Students are not only prepared for immediate employment but are also equipped for lifelong learning and advanced academic or professional pursuits. The mandatory internship system is aligned with both national higher education standards and industry expectations and is supported by the university through dedicated administrative and academic mechanisms. Graduates of the programme are equipped to pursue careers in software development, system design, software quality assurance and testing, IT project management, but also can excel in entrepreneurship and startups.

The Software Engineering programme at Doğuş University embodies the four purposes of higher education, offering a balanced and forward-looking academic environment.

The formal institutional approval process for study programs, including the Bachelor of Software Engineering, follows a structured, multi-level governance model aligned with national legislation, internal regulations, and European higher education quality assurance standards

This programme would benefit from expanding international teaching staff exchanges, joint research with international institutions, and co-teaching arrangements to strengthen academic global integration. In addition, the introduction of a full English track in the future could improve the international competitiveness of the programme and attract non-Turkish-speaking students.

The panel sees potential for further development of the programme in two respects. First, it would be advisable to ensure that the most recent editions of textbooks are consistently used across all courses, thereby guaranteeing that students have access to up-to-date knowledge and the latest scholarly debates. Second, the sequencing of courses could be reconsidered. At present, *Operating Systems* and *Computer Networks* are scheduled within the same semester, although *Operating Systems* is typically designed as a follow-up course to *Computer Architecture and Organization*. A revision of this sequence would better reflect the standard progression of learning and would enhance the overall coherence of the curriculum. Third, the review panel encourages the department to introduce a greater number

of departmental elective courses at an earlier stage in the programme. This would allow students to explore areas of interest sooner, to develop a clearer academic orientation, and to begin shaping a study profile that matches their professional aspirations from the outset of their studies.

Learning outcomes for all study programmes should be described in greater detail and reviewed regularly to ensure they remain aligned with current academic and professional standards.

A preparatory course in Mathematics and Physics should be offered at the beginning of the first semester to ensure that all students enter their studies with a comparable level of foundational knowledge. This would help equalize competence levels across the cohort and facilitate a more coherent learning progression throughout the semester.

The criterion is **fulfilled.**

The expert panel proposes the following recommendations:

- Doğuş University should ensure the consistent use of the most recent editions of textbooks across all courses.

- Doğuş University should revise the sequencing of *Operating Systems* and *Computer Networks*, as *Operating Systems* should typically follow *Computer Architecture and Organization*.

- Doğuş University should introduce a broader range of departmental electives at an earlier stage of the programme.

2.3 Conclusion

The criterion is **fulfilled for all study programmes**.

3 ESG Standard 1.3: Student-centred learning, teaching, and assessment

Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

3.1 Implementation

General

In general, teaching and assessment at Doğuş University are firmly grounded in a set of comprehensive institutional regulations and directives that provide consistency, transparency,

and quality assurance across all academic programmes. The Doğuş University Associate and Undergraduate Education and Examination Regulations establish the fundamental framework for course delivery, assessment methods, and progression criteria. Complementing this, the Doğuş University Associate and Undergraduate Student Counseling Directive ensures that students receive systematic academic guidance and personal support throughout their studies. The Regulation on the Procedures and Principles Regarding Distance Education in Higher Education Institutions provides the standards for the effective implementation of digital and blended learning formats, thereby securing flexibility and quality in diverse modes of delivery. Finally, the Doğuş University Associate and Undergraduate Graduation Project-Directed Study Directive governs the design, supervision, and evaluation of final-year projects, guaranteeing academic rigor and comparability of outcomes.

Together, these regulations form the institutional backbone of teaching and assessment at Doğuş University and are actively applied across all programmes, thereby ensuring a coherent and quality-assured educational experience for all students.

The Study and Examination Regulations are implemented at Doğuş University for the management of the associate and undergraduate education, teaching, examination, and evaluation processes. This includes all faculties, schools, vocational schools, and related departments or programmes, including preparatory classes.

The purpose of this Regulation is to define the procedures and principles related to education, examinations, and evaluations within the university's academic programmes.

This Regulation applies to student admission, attendance, education, examinations, success evaluations, diploma issuance, and processes related to suspension or cancellation of registration at Doğuş University.

This Regulation has been established based on Articles 14, 43, and 44 of the Higher Education Law No. 2547, dated November 4, 1981.

At Doğuş University, each course is coordinated by a designated instructor who is responsible for aligning the course content with programme outcomes and learning objectives. This coordinator is also in charge of preparing exam questions and calculating final grades based on defined assessment criteria. The course coordinator is appointed for each course by the supervisor of the relevant department. If the course is conducted by an instructor, the course coordinator is the instructor who teaches the course. The course coordinator prepares the course description and application information to ensure course outcomes and program qualifications. Measurement activities, preparation of questions to be asked in exams and grades are carried out by the course coordinator.

The examination system includes the following types: Midterm Exam, Make-up Exam, Final Exam, Resit Exam and Single Course Exam.

Each course must include at least one midterm and one final exam, ensuring a minimum of two assessment activities per semester.

The instructor may consider assignments, projects, laboratory work, and similar activities as part of the midterm assessment. The final exam must be written. All exam results and other in-term activities are considered when determining the final course grade.

In order to ensure that exams and success evaluation criteria are transparent and fair, all instructors are obliged to define the measurement and evaluation criteria by the end of the sixth week of each semester. This determination is made through the OBS (Student Information System) and grade entries are made through the same program as well. The system does not allow instructors to go beyond the criteria set by the regulations. The announcement of the semester grades must be completed before the final exams according to the academic calendar. The relationship between course learning outcomes and program outcomes is ensured through exam questions and assignments and projects created by considering the relevant learning outcomes of each course.

Students are required to take the graduation project course in the last semester (8th semester) of their normal education period. The graduation projects are guided by the advisor (coordinator) faculty member appointed by the Department Head. Students present the graduation project to a jury consisting of three faculty members appointed by the Head of the Department which also decide on the project grade.

In programmes with internship practice, students are required to find a place where they can work as an intern and deliver necessary documents to the advisor faculty member. In programmes where internships are compulsory, the process is carried out according to the internship regulation accepted by the Senate.

According to Article 34 of the Doğuş University Directive for Associate and Undergraduate Education and Exam, a letter system, correlating to weight coefficients and score ranges, is used to indicate the degree of success of the students in the course.

Students that could not take the midterm exams, due to an acceptable reason that is proved with an appropriate document, upon the approval of the faculty executive board, may take make-up exam. The makeup for final exams is open to all students that either did not take the final exam or failed in the exam. Single course exam on the other hand is available to students that cannot graduate due to one single failed course. Students who have completed their normal period of study and have only one failing course (grade F) left for graduation, may take

a make-up exam (so-called "single course exam") scheduled in the academic calendar, provided they have met the course attendance requirements. If there is a final project, it is not subject to a single course exam.

At the end of each semester, student performance is calculated by computing the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA).

SGPA is calculated by dividing the total of the product of each course's ECTS credit and its grade point by the total number of ECTS credits taken that semester.

CGPA is calculated similarly over all courses taken during the student's academic career.

The graduation requirement is successfully completed 240 ECTS with CPA above 2.00; students with CPA below 2 need to repeat one or more conditionally successful courses.

Students who complete their education within the regular period without any disciplinary actions and achieve a CGPA of at least 3.50 are awarded a *High Honor Certificate*, while those with a CGPA between 3.00–3.49 receive an *Honor Certificate*.

The students have the possibility to apply to Double Major and Minor programs on the dates specified in the academic calendar, if they fulfil the application requirements (AGPA, ECTS, etc.). Furthermore, students can benefit from the Erasmus opportunity by applying within the dates determined by the Erasmus Office and announced on the university's website, again if they fulfil the application requirements (AGPA, foreign language exam score).

Instructors must input assessment percentages and student scores into the Student Information System (SIS) and announce them by the 14th week of the semester. Final exam results must be entered within three business days after the exam. Letter grades are also published via the system.

Students are required to attend all theoretical, practical, and project-based components of a course. Attendance is monitored by the course instructor and recorded in the student information system. Students who fail to meet the attendance requirement are not allowed to sit for final exams. While students who have previously failed a course are not obligated to repeat attendance, they must still participate in midterms, assignments, and other evaluation components.

The measurement and evaluation of student achievement at Doğuş University are regulated by the Directive for Associate and Undergraduate Education and Examinations, which constitutes the binding framework for assessment practices. Article 28 of this directive sets out the general principles governing examinations and ensures that assessment procedures are transparent, fair, and consistent across all programmes. In accordance with this framework,

examinations may take a variety of forms, thereby reflecting the diversity of learning outcomes and teaching methods. These include written and oral examinations, multiple-choice tests, assignments, practical and laboratory-based evaluations, as well as project work. This diversity of assessment formats allows for a comprehensive measurement of knowledge, skills, and competencies, and contributes to a holistic evaluation of student performance.

Students must be officially enrolled in a course and have their registration renewed for the semester in order to be eligible for its exams. Unauthorized participation in exams results in the invalidation of any obtained grades, even if published.

Exams are conducted in line with the academic calendar and may also be scheduled on weekends when necessary (excluding national or religious holidays). Any form of academic dishonesty such as cheating, plagiarism, or assisting others in misconduct results in an automatic score of zero for the respective exam, in accordance with the national Higher Education Student Disciplinary Regulation. Tools used to monitor this are plagiarism detection tools (e.g., Turnitin) for written submissions and the documentation of exam and their supervision with academic integrity policies.

In regular (face-to-face) education, the final exam must count for at least 40% and at most 70% of the semester grade. The most recent grade is considered valid in cases where a course is retaken to improve a previous score.

Students' English language proficiency can be determined according to the results of National and International Foreign Language exams accepted by the university senate. English Preparatory Program students can also prove their English proficiency by taking a proficiency exam (TOEFL IBT, CAE, PTE, YDS / e-YDS / YÖKDİL / e-YÖKDİL) instead of DÜİYES, the validity of which is accepted by our University Senate and the Higher Education Council. All newly registered students whose programmes' language of instruction is Turkish are eligible to take the exemption exam without any application requirement for the English proficiency test services. Students who wish to be exempt from the English Critical Reading and Writing course must take this exam. Participation in the exemption exam for the English Critical Reading and Writing course is not mandatory. Students who attended the Optional English Preparatory Program are also eligible to take the exemption exam.

Regulations concerning distance education and evaluation are based on the Senate-approved principles derived from the university's Distance Education Application and Research Center Directive. Distance and Digital Learning Tools are the learning management systems (LMS); Digital labs and software simulators; Remote desktop access for e.g. engineering tools and hybrid learning infrastructure since 2020.

At Doğuş University, the teaching methodology is grounded in a student-centred approach that aims to foster active participation, critical thinking, and real-world application of knowledge. Teaching methods are diversified to accommodate different learning styles and to encourage self-directed, inquiry-based learning.

Teaching and learning at Doğuş University are characterised by a diversified methodology that combines traditional and innovative approaches to foster both academic knowledge and practical competencies. Lecture-based instruction provides students with the necessary theoretical foundations, while interactive elements such as class discussions and case studies ensure active engagement with the subject matter. In more technical and application-oriented courses, problem-based learning (PBL) is employed to strengthen students' analytical and decision-making skills.

Furthermore, project-based learning plays a central role in the curriculum, enabling students to work collaboratively on complex, real-world problems within team-based environments. This approach not only enhances subject-specific expertise but also develops key transferable skills such as teamwork, project management, and communication. In addition, collaborative learning formats—including group assignments, peer review sessions, and workshops—are systematically integrated to encourage dialogue, critical reflection, and shared responsibility for learning outcomes.

Through this multifaceted approach, the university ensures that its students are equipped with both strong academic foundations and the practical, social, and professional skills required for future success.

In face-to-face courses, for the course to be taught efficiently, the weekly course flow, the weekly readings to be done before each course session, and the resources of the course are announced to the students through the Student Information System (OBS) Information Package by the course instructor. After the beginning of the semester, all documents and announcements about the courses, including syllabus and lecture notes, are sent to the students either through OBS systems and or through student e-mails. In online courses, session recordings can be accessed via the Douonline system throughout the semester. The course instructor can share documents and announcements about the course with the students via the system.

The classrooms where the courses will be held are assigned by the relevant administrative planning unit according to the number of students taking the course and the course requirements. All classrooms have whiteboards and projection systems. In case of problems with the technical materials used in the classrooms the technical units provide support.

For face-to-face and online courses that are cancelled except for official holidays, etc., instructors plan make-up courses and inform the relevant administrative units. Make-up classes are announced to the students via the Student Information System (OBS) and e-mail.

Except in cases such as disasters and epidemics, courses are carried out face-to-face in classrooms and/or laboratories. According to the content of the course, the total credit/hours of the course is divided into theory, practice and laboratory, and this division also determines the teaching and evaluation techniques of the course.

Online (distance) courses are conducted through Douonline, which is the university's online/distance education course platform (portal), and the Zoom application integrated with it. Face-to-face or online teaching decisions are given according to the expected number of students taking the course and whether the course is offered at different campuses or not. The ratio of distance education courses to the total ECTS credits of the courses given in a semester is determined according to the 30% limit set by YÖK.

At least one consultancy hour per week is defined and announced by the course instructor for students outside of class hours. Apart from this, in order to ensure the healthy and efficient progress of the education and training processes, students can communicate with the faculty members assigned to them as advisors and the course instructors via e-mail or face-to-face during working hours according to their availability. Applications related to the distance education method are carried out according to the principles adopted by the Senate in accordance with the Doğuş University Distance Education Application and Research Center Regulation published in the Official Gazette dated 26/4/2020 and numbered 31110.

Issues regarding the duration and dates of registration, courses, exams and similar activities are regulated by the academic calendar which is prepared and announced by the Senate. In the academic calendar, the timing of all activities related to the education process, such as course registration dates, date intervals for exams, and exam grade announcement dates, are announced before the semester begins. In addition, students can access the course syllabi before the registration period through the Bologna course information packs available online. The Bologna Information Pack and syllabi contain the following information: Course type (compulsory or elective), course objective and content, 14-week course flow (weekly course topics), reading and document list required for preparation for the course, learning outcomes of the course, resources to be used in the course, teaching method of the course (online or face-to-face), methods and techniques related to the course and course flow, instructor teaching the course, evaluation criteria of the course (exam, homework, project, etc.) and weight of each criterion on grade, course and out-of-class study times, etc.. With this, as stated

in the self-report, students are provided with sufficient information about objectives and outcomes at the program and course level.

Course registrations are carried out online through the Student Information System (OBS) on the dates specified in the academic calendar. The period consists of a registration period and an add/drop period, and students receive supervision and approval from their advisor which is appointed by department head. The advisors guide the students in course selection by informing them about the available compulsory and the elective both in registration and add/drop period. Course schedules are announced on the Student Information System (OBS) before the registration period to avoid conflicts. Assigned quotas for each course are increased at the request of the advisors.

Through course evaluations, program surveys, and representation in departmental boards or curriculum committees, students provide feedback that informs teaching practices and curriculum design. Alumni are occasionally invited to share their insights as former students now working in the industry.

3.2   Assessment

As confirmed by both university representatives and the students interviewed during the onsite visit, Doğuş University employs a diverse range of teaching and learning methods. While classical lectures remain the dominant form of instruction, lecturers enjoy pedagogical autonomy and are encouraged to adopt approaches that best suit their subject matter. As a result, an increasing number of faculty members integrate interactive and innovative methods into their teaching, which the expert panel views as a positive development. Overall, the panel considers the variety of teaching methods to be sufficient, while at the same time encouraging the university to continue broadening the portfolio in order to further enrich the student learning experience. The assessment regulations are available to the students through the website and the learning management system, and are explained by the lecturers as well. The regulations include the option for lecturers to decide on their preferred type of assessment for each course on their own. Currently, mostly written assessments are used, but a variety of other assessment methods are used as well, which the experts consider positively. The university representatives explained that the management always aims to improve the variety of assessments. The alignment of Intended Learning Outcomes with each assessment is the responsibility of the lecturer, however, their actions are constantly reviewed by the faculty management. Faculty-wide meetings are used to align learning outcomes and contents at a

programme level, whereas it is the responsibility of each lecturer to update and implement changes for their course on their own.

The evaluation of teaching is firmly embedded in the institutional quality framework. End-of-semester surveys are systematically conducted for every course, offering students the opportunity to provide structured feedback on teaching and learning. Although participation in these surveys is voluntary, an average response rate of 30 percent is achieved, which can be considered satisfactory in comparison with international practice. The surveys include specific opportunities for students to address concerns directly to the lecturer, thereby strengthening dialogue and responsiveness at the course level. The experts commend this as a well-functioning instrument for quality assurance.

What particularly impressed the panel is the integration of survey results into faculty performance reviews, which creates an additional incentive for student-centred teaching and strengthens the accountability of academic staff. At the same time, the panel recommends that the university consider including an additional question in the surveys to capture student workload more systematically. At present, workload is typically discussed informally between students and lecturers, which the experts recognise as an effective and culturally embedded practice. Nevertheless, institutionalising this aspect through a survey item – for example, asking students to indicate the total or weekly hours invested in a course – would provide valuable data to compare actual workload with the ECTS-based calculation and thus further enhance the robustness of programme monitoring.

The expert group also inquired into the university's complaints and appeals procedures. Both students and lecturers reported that only very few complaints arise, which is viewed as a sign of a positive learning environment. However, the panel noted that several channels exist should students wish to raise concerns. General issues can be reported anonymously through the student surveys, whereas most students prefer direct dialogue with their lecturers. In cases of dissatisfaction with assessment results, students are entitled to request detailed feedback and clarification. If agreement cannot be reached, issues may be escalated to the faculty or senior management, and ultimately to YÖK, although both students and staff confirmed that such escalation has not been necessary in recent years. The panel therefore considers the available complaint and appeal mechanisms to be sufficient and effective.

The assessment framework is clearly regulated and made available to students through both the university website and the learning management system. Regulations allow lecturers discretion in selecting the most appropriate form of assessment for their courses. While written

examinations remain the most frequently used method, other formats – including oral examinations, assignments, projects, and practical assessments – are also employed. The panel regards this diversity positively and encourages the university to continue expanding the repertoire of assessment formats. The alignment of intended learning outcomes with specific assessments is the responsibility of individual lecturers, but is subject to oversight by faculty management. At programme level, faculty meetings serve as a platform for aligning learning outcomes and course content, ensuring coherence across modules. Within this framework, lecturers retain responsibility for updating their courses and implementing any agreed changes.

Taken together, these mechanisms demonstrate that Doğuş University has developed a structured, participatory, and student-centred approach to teaching, learning, assessment, and feedback. The panel commends the university for its strong culture of dialogue, transparency, and continuous improvement, while also encouraging further institutionalisation of student workload monitoring and ongoing diversification of teaching and assessment practices.

3.3 Conclusion

The criterion is **fulfilled for all study programmes.**

4 ESG Standard 1.4: Student admission, progression, recognition, and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

4.1 Implementation

General

At Doğuş University, admission procedures are carried out by the Directorate of Student Affairs.

The admission requirements are the Higher Education Institutions Exam (YKS) (organized by ÖSYM) results, specifically the Quantitative (SAY) score type. The YKS result certificate and high school diploma are required for admission. Students are placed in the department according to their success ranking in the YKS equally-weight score type. For national students,

the SAY score type must be above the base score determined by the Higher Education Council.

Special admission categories include additional placement through University Entrance Exam (ÖSS), Vertical Transfer Exam (DGS), additional placement through Vertical Transfer Exam (DGS), Erasmus Student Mobility Program, Intra-University Transfer to a Different Program, Inter-University Transfer under Additional Article 1, Foreign Student Exam (YÖS), and Reinstatement under Law No. 7417 (Before 05.07.2022).

The criteria used to evaluate intra-institutional, national, and international transfer applications are determined by the University Senate. In the evaluation process, factors such as the student's cumulative grade point average (CGPA), academic performance in common courses (if applicable), and national university entrance exam score (central placement score) are taken into consideration. Within the framework of these criteria, DOU's "Recognition of Previously Acquired Qualifications, Exemption and Adjustment Procedures Directives" has been prepared to transfer credits.

The preliminary evaluation of applications is conducted by commissions formed by the faculty administrative boards. Based on the recommendations of these commissions, final decisions are made by the relevant faculty administrative board.

Vertical transfer applications and admissions are carried out via the central examination system administered by ÖSYM (Student Selection and Placement Center). The commissions responsible for evaluating these applications consider the courses previously taken by the student and compare them with the courses in the target program. Based on this evaluation, the commissions propose course exemptions (recognition of previously completed courses) and adaptation programs (additional courses that must be taken from earlier semesters), which are then submitted to the faculty board for approval.

If a student has previously taken courses as a special student or through an exchange program, exemption from courses recognized in the former diploma program may be granted. Exemption procedures for students admitted through vertical transfer follow a similar process.

For the intra-institutional and inter-institutional transfer with Central Placement Score, the application and evaluation criteria are determined by the Council of Higher Education.

Foreign students who are in the last year of secondary education (high school) or graduates can benefit from the foreign student quotas of the departments. In this respect, admission process is regulated based on the Doğus University's Directive for the Admission of Students from Abroad or Foreign Nationals. The purpose of this Regulation is to establish the procedures and principles regarding the application, admission, and registration processes for

foreign national students applying to the associate and undergraduate diploma programs of Doğuş University, as well as for students to be admitted from abroad.

For international students, the foreign student exam (YÖS) conducted by the university or recognized international exams are valid.

Credits from other national/international higher education institutions may be recognized for Erasmus/exchange based on learning agreements or for transfers through Exemption and Equivalency Committees.

Guest student admissions and foreign student admissions are carried out within the framework of the relevant directives.

The principles regarding the Double Major and Minor programme at our university are determined by the "Double Major and Minor Directive". In accordance with the Directive, a double major programme can be opened with the recommendation of the Faculty / School / Vocational School Board and the approval of the Senate, and undergraduate students can enrol in the double major programme open at the associate degree level. Students can pursue a double major, resulting in two diplomas or a minor gaining a certificate.

Erasmus+ is an EU program run by the Turkish National Agency to promote cooperation between higher education institutions. The communication between the European Commission and Turkish universities holding an EUC (Erasmus University Charter) is managed by the Turkish Ministry of Foreign Affairs, European Union Education and Youth Programs Center (National Agency). The students exchange mobility programme is designed to provide higher education students with the opportunity to experience the foreign learning environments at partner institutions abroad. Depending on the educational level, the mobility duration is expected to be completed in the same academic year in at least two full months or one trimester, at most 12 full months. Educational level refers to undergraduate, graduate and PhD levels. A student can benefit from the Erasmus exchange mobility programmes for up to 12 months in all levels (undergraduate, graduate, PhD) throughout his/her studentship as long as there are enough grants given to the University. In order to apply for the students' mobility programmes; undergraduate students are required to have finished at least one mid-term in their faculty programmes (excluding English preparatory classes). For undergraduate students, the average cumulative grade score must be at least 2,20 out of 4. Erasmus+ Student and Staff Mobility Directive regulates and supervise the procedure.

The Doğuş University Directive for Associate and Undergraduate Education and Exam is the basis for measuring and evaluating the success of students.

Diploma Supplements provided by Student Affairs office provide information on the diploma holder, on the qualifications gained, on the level of the qualification, on the contents and results gained, on the function of the qualification, additional information, certification of the supplement and information on the national higher education system. Diploma Supplements are provided in Turkish and English. The Diploma includes the full programme title and the accreditation note.

Graduation process is automated through the Student Information System (with transcript and curriculum checks).

4.2 Assessment

Apart from international students, which have separate admission requirements clearly documented on their website, the student admission process is an automated process governed centrally by the Ministry of Education through its Higher Education Institution Exam. The University must provide quotas for its programs and students are automatically allocated to the quotas based upon their own selection of University and their exam scores. It is a centrally organised competitive process with minimum University involvement.

Once students arrive at the University, they are assigned an academic advisor, who is a teaching staff that has access to the necessary student portals to allow them to view and review the students enrolment, progression and current standing, including their GPA. The academic advisors have the authority and ability to assist in registration of courses and electives within the academic level access to the student portals. Students are free to bring their registration or other concerns to their academic advisor or directly to the students affairs team, in case they are uncomfortable going directly to their assigned advisor. Academic advisors are also proactively involved, in the case of at-risk students under their tutorship who may need specific advising and counselling so as to avoid failing their programme. This is especially important as the GPA goes close to or below 2.0.

As Turkey is a signatory of the Lisbon Recognition Convention, recognition of prior learning according to these standards is in force across Turkey since 2007. The University follows this convention and has committees established for "Exemption and Equivalency". These committees evaluate prior learning based upon course content, learning outcomes and ECTS equivalence.

Although the study language of many programmes is in Turkish, as can be expected in Turkey. Diploma transcripts are issued in both Turkish and English to allow for easy international review. The graduation transcripts include complete information on the qualification gained,

including all of the courses passed, their grades, final GPA and other relevant information as can be expected on an international standard transcript.

Students also have options to complete a double major – two degrees, with an optimised completion schedule, allowing for cross-crediting of applicable subjects and/or minor within the degree program. There is a University Regulation on Double Major and Minor that clearly explains this possibility and can be further followed up between academic advisors and students if anything is unclear.

The role of academic advisory that allows faculty to quickly and competently resolve student registration, enrolment and other academic issues directly within the student portal is a very unique approach that was evaluated very positively by students and helps to promote student-staff interaction in a friendly and supportive environment.

In conclusion, the admission and recognition procedures, the transparent regulatory framework, and the personalised academic advisory system at Doğuş University together ensure that students are integrated smoothly into their programmes of study and supported comprehensively throughout their academic journey. The combination of a centrally organised, merit-based admission process, the implementation of the Lisbon Recognition Convention, and the availability of options such as double majors and minors reflects both compliance with international standards and responsiveness to student aspirations.

Particularly noteworthy is the university's advisory system, which not only facilitates efficient course registration and academic progression but also creates a culture of guidance, accessibility, and care. This structure ensures that at-risk students are identified early and supported proactively, thereby safeguarding academic success and reducing dropout risks. The issuing of bilingual transcripts further enhances international recognition and mobility, while the institutional framework for exemptions and equivalency guarantees fairness and transparency in the evaluation of prior learning.

Taken together, these mechanisms illustrate that Doğuş University provides a well-structured, student-centred, and internationally oriented academic environment. The expert panel considers the criteria for admission, recognition, guidance, and student support to be fully met, and commends the university for establishing a framework that combines efficiency, inclusivity, and high studyability in a manner that clearly benefits its students.

4.3   Conclusion

The criterion is **fulfilled for all study programmes**.

5 ESG Standard 1.5: Teaching staff

> **Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.**

5.1 Implementation

General

Professors, Associate Professors, Assistant Professors, Lecturers, and Research Assistants appointed to the academic staff of the departments are selected in accordance with the relevant articles of the Turkish Higher Education Law No. 2547. The criteria to be applied for the appointment and promotion of faculty members are based on the "Doğuş University Directive for Academic Appointment and Promotion".

The departments evaluate the need in terms of teaching and research activities and notifie the Dean's office. The demand is carefully assessed by the Dean's Office and forwarded to the Rectorate. If it is approved by the Rectorate, it announces the need for faculty members by indicating the title, field of science, application conditions and duration in the Legal Gazette and on the website of the institution designated by the President and via the internet.

Promotion and Appointment to Professorship

In accordance with Articles 9 and 10 of the Doğuş University Directive for Academic Appointment and Promotion, in order to apply for professorship, the candidate must have served as an associate professor for at least five years or as a professor at another university for at least two years, as well as providing at least 100 points from the activities defined in the scoring system in the attached directive, with at least 40 points from post-doctoral studies, and must have at least one international publication, including the work defined in items A, B or C of the scoring.

In the evaluation of candidates who meet the formal requirements, a number of qualitative factors are taken into consideration to ensure that appointments reflect both academic excellence and personal integrity. Among these are prior experience in graduate education, demonstrated through service as an advisor or co-advisor in a graduate programme. Candidates are also expected to show the capacity to assume a wide range of academic, administrative, and professional responsibilities that accompany the title of professor, both within the university and in broader academic and societal contexts.

Equally important are high qualifications and proven competence as an educator, ensuring that teaching and the mentorship of students are carried out with pedagogical skill and dedication. Furthermore, candidates should demonstrate a strong sense of duty, constructive working relationships with the university administration and colleagues, and active involvement in the training and guidance of younger academic staff. Through these contributions, candidates are expected to play a meaningful role in the academic and institutional development of the university as a whole.

According to Article 10 of the same directive, a jury consisting of five professors, at least three of whom must be from outside the university, is appointed by the Rector to evaluate the applicants and the jury members are asked to submit their written opinions. The written opinions submitted by the jury members are discussed by the university board of directors and then submitted to the Rector. The Rector decides whether the promotion and appointment will be made and, if so, submits the candidate's contract to the Chair of the Board of Trustees for approval.

<u>Promotion and Appointment to Associate Professor</u>

In accordance with Articles 7 and 8 of the Doğuş University Directive for Academic Appointment and Promotion, to apply for associate professorship, the candidate must have an associate professorship title granted by the Interuniversity Council as well as a total of at least 40 points from the activities defined in the scoring system in the attached directive, and must have at least two international publications defined in items A or C.

In the evaluation of candidates, a comprehensive set of academic, scientific, and professional criteria is applied to ensure that appointments are based on both excellence and sustained contribution. Central to this process is the quality and quantity of publications or artistic activities, as well as the continuity of such outputs and their recognition through national and international citations. Equally important are the candidate's teaching activities, including the breadth and effectiveness of lectures, and the successful supervision or co-supervision of master's and doctoral theses.

The assessment also takes into account the candidate's research activities and their involvement in establishing, managing, and developing research units and laboratories. Contributions to the organisation of scientific meetings or artistic events, such as seminars, congresses, and symposia, as well as invitations to serve as keynote speaker, session chair, or panelist, further demonstrate academic reputation and professional standing. Additional indicators of distinction include scientific, artistic, academic, or professional awards, as well as patents.

International exposure through experience abroad, the implementation of scientific, artistic, professional, or applied project studies, and active contributions to the university's community engagement and service activities are also valued highly in the evaluation process. Taken together, these factors provide a holistic view of the candidate's academic achievements, professional impact, and potential to contribute meaningfully to the advancement of the university.

In accordance with Article 8 of the same directive, a jury consisting of three professors, one of whom is the Dean of the Faculty and one from outside the university, is appointed by the Rector to evaluate the applicants and the jury members are asked to submit their written opinions. The written opinions submitted by the jury members are discussed by the university board of directors and then submitted to the Rector. The Rector decides whether the promotion and appointment will be made and, if so, submits the candidate's contract to the Chair of the Board of Trustees for approval.

Promotion and Appointment to Assistant Professorship

According to Articles 5 and 6 of Doğuş University Directive for Academic Appointment and Promotion, in addition to having a doctorate degree, candidates who will apply for assistant professorship are required to provide a total of at least 15 points from the activities defined in Articles A, B, C, D, E, F, F, S of the scoring system in the attached directive. Based on the same article, a jury consisting of three professors or associate professors, one of whom is the head of the department and one from outside the university, is appointed by the Dean for the evaluation of the applicants and the jury members are asked to submit their written opinions. The written opinions submitted by the jury members are discussed at the faculty board of directors and then submitted to the Rector. The Rector decides whether the promotion and appointment will be made and, if so, submits the candidate's contract to the Chair of the Board of Trustees for approval.

The workloads of the faculty members in the departments are carried out in accordance with the "Directive of Academic Staff Working Procedures and Principles and Financial Rights". According to the Regulation, full-time faculty members devote their working hours to studies related to the University. Their work outside the University, including lecturing and research at another higher education institution, is subject to the permission of the Rector. The term of office of academic staff at the University is for the period specified in their contract. Expired contracts are renewed by the Rector for full-time academic staff upon the recommendation of the Head of the Department and the approval of the Dean or the Director of the Institute or Vocational School. The Rector also takes the opinion of the Board of Directors for the renewal of the contracts of Associate Professors and Professors. Full-time academic staff are obliged

to work up to 45 hours a week to carry out education and training, scientific research, advising students, application and management duties and other related duties assigned by the university bodies.

The weekly teaching load of full-time faculty members is at least 12 hours, and the weekly teaching load for Deans, Institute and School Directors is at least 9 hours. Faculty members who exceed the maximum course load are paid an additional course fee, the amount of which is determined by the Board of Trustees. The extent to which the practices, seminars and graduate thesis studies conducted by faculty members are counted as course load is determined by the Senate, taking into account the principles accepted by the Higher Education Council in this regard. In the current practice, seminars, projects and thesis consultancy carried out at undergraduate and graduate level are not included in the course load, but additional fees are paid for master's project and thesis consultancy.

At Doğuş University, the teaching workload for academic staff is defined according to their academic title and administrative responsibilities. Academic staff who fulfil their official teaching load may be assigned additional teaching duties in associate degree programs, second cycle (graduate) evening programs, or doctoral programs. These additional hours are compensated according to the university's official hourly teaching payment regulations.

At Doğuş University, the weekly teaching load covered by salary is defined according to academic title and administrative responsibilities. Members of the academic staff holding the title of Professor, Associate Professor, Assistant Professor, or Instructor with a PhD are each assigned a standard teaching load of 12 hours per week. For Instructors and Lecturers, the weekly teaching obligation amounts to 15 hours.

Administrative responsibilities are taken into account by reducing or exempting teaching obligations. The Rector and the Secretary General are fully exempt from teaching duties, while Vice Rectors are required to teach 2 hours per week. Deans, as well as Institute Directors, Vocational School Directors, Vice Deans, and Deputy Directors, each carry a teaching load of 9 hours per week. Similarly, Department Heads are also expected to teach 9 hours weekly.

This distribution ensures a balanced workload that recognises both the academic and administrative commitments of staff, thereby maintaining the quality of teaching while enabling effective institutional governance.

The Research Support Office (ARDES) at Doğuş University aims to support the development of the university as a research-oriented institution, enhance the visibility of academic work through increasing national and international academic collaborations in various research

fields, efficiently manage the publication processes, and provide guidance at every stage to DOU's researchers. This approach strengthens the research and development ecosystem.

The office seeks to improve the quality of scientific publications by providing guidance to academics on article writing, journal selection, and peer review processes. ARDES encourages participation in prestigious journals' peer review and editorial processes and supports scientific productivity by facilitating access to databases and academic resources that university's academics can benefit from in their research. Furthermore, ARDES works on evaluating the compliance of publications with international standards and providing English language editing support. In addition, it promotes academic mentoring programmes between experienced academics and young researchers to strengthen the sharing of knowledge and experience, and provides support in guiding successful students toward academic research

Dogus University attaches importance to the continuous development of academic staff. In 2018, a group of academics participated in the Higher Education Academy's 72-hour train-the-trainer certificate programmes. In 2019, two of our academics received a certificate from YTÜ's 20-hour train-the-trainer programme. In 2020 and the following years, a protocol was signed with Boğaziçi University Lifelong Education Center (BÜYEM) for a training programme which was suspended due to the pandemic after the first group training for research assistants.

Academic staff will be able to use one day of the week as a research day and continue their academic studies out of the campus. Support for scientific works and support for participation in scientific activities are defined in the "Directive on Awarding Scientific Works and Supporting Participation in Scientific/Artistic Activities".

According to the Directive, articles published in peer-reviewed and periodical journals within the scope of SCI-E, SSCI, AHCI, ESCI, Scopus or TR Index scanned by ULAKBIM are taken as basis for awards and incentives. Patents, utility models or designs which approved and registered by national and international reputable and respectable organizations are subject to incentives. International books published by the publishing houses of the world's top 25 universities and/or by world-renowned quality publishing houses determined by the Commission with the decision of the Rectorate and the approval of the Board of Trustees are within the scope of the incentive. The support and incentive depend on the status of the journal in the citation index and the number of authors. With the same directive, faculty members' participation in international refereed or jury scientific/artistic meetings with papers is supported.

Scientific research projects are evaluated by the "Directive for Support of Scientific Research Projects". The Directive has been prepared to determine the resources to be provided to support and develop research activities to be carried out at Doğuş University and the rules for

the use of these resources. The Scientific Research Projects (BAP) Commission, which is appointed by the Senate, evaluates the project proposals of full-time faculty members, decides to accept or reject the project and recommends the amount of support that can be given to the project to the Rectorate.

In its evaluations, the Commission gives priority to projects that demonstrate strong academic collaboration and potential for impact. Particular emphasis is placed on projects involving the participation of more than one instructor, as well as on interdisciplinary initiatives that integrate perspectives from different fields. Projects that have already secured support from domestic or international sources, or that show clear potential to attract additional funding from other organisations, are also highly valued. In addition, preference is given to projects whose outcomes are expected to result in publications in refereed journals indexed internationally, thereby contributing to the visibility and academic standing of the university.

Support is finalized after the decision of the University Board of Directors and the approval of the Presidency of the Board of Trustees.

The Directive for Academic Staff Performance Measurement Evaluation aims to increase the efficiency of education, scientific research and academic and administrative services by determining the performance of academic staff based on objective principles, and to raise the University's institutional, national and international success level.

The Performance Measurement and Evaluation Commission is composed of at least five faculty members representing different basic fields, determined by the Rector and chaired by the vice-rector responsible for the quality activities of the University. The main task of the commission is to carry out all the necessary work for performance measurement, evaluation, implementation and determination of the results according to the criteria set out in this Directive and its annexes.

The performance of academic staff at Doğuş University is assessed on the basis of a weighted classification system that takes into account four principal areas of activity. The first category (Group A) encompasses scientific and academic contributions, such as publications and research and development activities. The second category (Group B) covers teaching-related responsibilities, including a broad range of educational and training activities. The third category (Group C) refers to administrative service, recognising the importance of contributions to the governance and management of the university. Finally, the fourth category (Group D) specifically evaluates the performance activities of research assistants, thereby ensuring that their role in the academic ecosystem is formally acknowledged.

Doğuş University offers the Erasmus Staff Mobility Programme and support for participation in international conferences for its faculty members. The Erasmus programme provides faculty members with the opportunity to teach, conduct research, and establish international academic collaborations abroad. This programme enables faculty members to build global academic networks and gain competence in teaching across different cultures.

Additionally, faculty members' participation in international conferences is supported. This support helps faculty members enhance their academic knowledge and experience, gain international recognition, and stay updated on developments in their respective fields. The university encourages faculty members' participation in international events by providing financial and logistical support.

For the management of academic data, there is an academic staff database accessible on the faculty's web page. There is a plugin for each academic in this area. Biography, education information, publications and achievements of academics can be accessed from these plugins. In addition, ORCID and YÖKSİS IDs of each academic can be directly linked from this web page. Since the information from these links (YÖKSİS and ORCID) is updated, the data of the academics are kept up to date.

"Civil Engineering" (B.Sc.)

The programme is supported by six full-time faculty members (including Ph.D. holders), additionally 2 research assistants. All full-time teaching staff hold at least a PhD degree, and the majority have completed PhDs in Civil Engineering or related fields.

"Economics (Turkish)" (B.Sc.) / "Economics (English)" (B.Sc.)

Both programmes are supported by twelve full-time faculty members, where of four are full professor, two associate professors and three assistant professors, and additionally three research assistants. All full-time teaching staff holds at least a PhDs in Economics except the two of the research assistants are pursuing their PhD.

"Electrical-Electronics Engineering" (B.Sc.)

The programme is supported by eight full-time faculty members, whereof one is full professor, five assistant professors and two associate professors, and additionally three research assistants. All full-time teaching staff holds at least a PhDs in Electronics Engineering.

"Management Information Systems" (B.Sc.)

The programme is supported by five full-time faculty members (two associate professors, three assistant professors) and two research assistants. All full-time faculty members hold doctoral degrees. The research assistants are currently pursuing their doctoral degrees.

"Political Science and Public Administration" (B.Sc.)

The programme is supported by five full-time faculty members (three professors, one associate professor, one assistant professor) and two research assistants. All full-time faculty members hold doctoral degrees. One of the research assistants has completed their doctoral degree, while the other is continuing their doctoral education.

"Software Engineering" (B.Sc.)

The programme is supported by eight full-time faculty members (including Ph.D. holders). All full-time teaching staff hold at least a PhDs in Electronics Engineering.

As stated in the self-report, the Department of Software Engineering has a strong academic staff. A significant portion of the teaching staff holds doctoral degrees from prestigious universities such as Boğaziçi University, Istanbul Technical University, Middle East Technical University, and Istanbul University-Cerrahpaşa and Marmara University.

As of the 2024-2025 academic year, the academic staff of the Department of Software Engineering consists of 2 Professors, 7 Assistant Professors, and 3 Research Assistants.

5.2 Assessment

Doğuş University follows a structured, transparent, and merit-based approach to the recruitment, promotion, and professional development of its academic staff, fully aligned with national legislation and internal institutional policies. The processes for recruitment and promotion are clearly regulated in the Directive for Academic Appointment and Promotion, which defines both the criteria and procedures for academic advancement. Appointments are based on a point system that accounts for research, teaching, and service activities, and are evaluated by duly appointed committees, ensuring fairness, consistency, and transparency. All academic positions are publicly announced via national platforms in accordance with YÖK regulations, and the selection process is monitored by the Rectorate and the Board of Trustees.

Doğuş University also provides a comprehensive framework of directives and support mechanisms to foster continuous professional and academic development. The Scientific Research Project (BAP) Directive evaluates and funds research proposals, while faculty members are further incentivised through institutional awards for high-quality publications in internationally indexed journals. The establishment of the Research Support Office (ARDES) strengthens these efforts by offering tailored guidance on scientific writing, journal selection, and the review process, thereby improving the quality and visibility of academic outputs. In addition, staff are encouraged to participate in national and international conferences, workshops, and mobility programmes, including Erasmus+, which not only enhance their academic profile but also contribute to the university's internationalisation strategy.

Teaching quality is supported through a wide range of pedagogical development opportunities. Faculty are regularly offered training in innovative teaching methodologies, digital tools, and assessment strategies, often in the form of structured *train-the-trainer* programmes developed in cooperation with external partners. The university also organises workshops focusing on student-centred learning and digital pedagogy, ensuring that staff remain abreast of modern educational approaches. Many of the core faculty members for example hold PhDs in software engineering, computer science, and related disciplines, with specialisations in cutting-edge fields such as artificial intelligence, cybersecurity, data science, and software architecture, thereby providing a strong academic basis for the curriculum.

Staff workload is regulated through the Directive on Academic Staff Working Procedures, which stipulates a full-time obligation of 45 hours per week, including both academic and administrative duties. Teaching loads are carefully structured: professors are required to teach a minimum of nine hours per week, while other academic staff generally cover 12 to 15 hours, with time reserved for research, graduate supervision, and institutional service. This balanced distribution enables faculty to fulfil their teaching obligations while contributing meaningfully to research and academic governance.

In addition, representatives from industry are engaged as part-time lecturers, thereby bringing valuable professional perspectives and application-oriented knowledge into the study programme. This practice ensures that students are exposed not only to academic expertise but also to current industry developments and real-world practices. Overall, the number of teaching staff is fully adequate to cover the range of modules offered, ensuring that the curriculum can be delivered comprehensively and at a consistently high level of quality.

Overall, the university demonstrates a high level of commitment to supporting the academic and professional growth of its staff. Faculty are provided with opportunities to engage in research, professional development, and international collaboration, all within a well-defined institutional framework. The expert panel commends these practices and notes that the academic team is well qualified, appropriately distributed, and actively engaged in both pedagogy and research. At the same time, the panel encourages the university to further expand cross-departmental and team-teaching approaches, particularly in interdisciplinary areas such as the ethics of artificial intelligence and the societal implications of software. In addition, the university is advised to increase the visibility of faculty achievements and research impact, both internally and externally, in order to further strengthen its reputation, support future recruitment, and enhance its international profile.

In conclusion, Doğuş University demonstrates strong and comprehensive institutional practices in the recruitment, development, and support of its teaching staff. With focused improvements in structured professional development and broader dissemination of academic excellence, the university is well positioned to further consolidate its academic standing and to enhance its contribution to the national and international higher education community.

Development potential exists particularly in two areas: First, in the expansion of cross-departmental collaboration and team-teaching initiatives in interdisciplinary topics such as the ethics of artificial intelligence and the societal implications of software; and second, in the increased visibility and dissemination of faculty achievements and research impact, both within the institution and to the wider academic community. These measures would not only further strengthen the university's reputation but also support its attractiveness for future recruitment and international cooperation.

5.3 Conclusion

The criterion is **fulfilled for all study programmes.**

The expert panel proposes the following recommendations*:*

- Doğuş University should strengthen interdisciplinary teaching through cross-departmental collaboration and team-teaching, especially in transversal areas such as AI ethics and software in society.

- Doğuş University should enhance the internal and external visibility of faculty achievements and research impact to support reputation building and recruitment.

6 ESG Standard 1.6: Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

6.1 Implementation

General

Doğuş University offers students and academic staff access to extensive academic resources and modern infrastructure. The faculty dean's office deals with student affairs, academic coordination, consultancy and quality assurance processes. It has a structure that facilitates communication between students and faculty members.

Doğuş University operates across two main campuses: Dudullu Campus and Çengelköy Campus, each providing extensive facilities and resources to support the programmes.

Doğuş University operates two main campuses, each equipped with a wide range of facilities designed to support both theoretical instruction and practice-oriented, project-based learning.

The Dudullu Campus covers a total area of 120,907 m², of which 106,235 m² consist of enclosed space and 14,672 m² represent open areas. The campus is comprehensively equipped with 117 classrooms, 10 lecture halls, 20 workshops, and 51 laboratories, thereby ensuring diverse opportunities for academic instruction and applied training. In addition, 113 academic and administrative offices, five conference rooms, four cafeterias, and one large dining hall provide a functional infrastructure for teaching, research, and day-to-day campus life. The library, with its reading rooms, alongside sports facilities and extensive parking spaces, further contributes to a supportive and stimulating academic environment.

The Çengelköy Campus extends over 34,414 m², of which 32,036 m² are enclosed space and 4,378 m² constitute open areas. The facilities include 61 classrooms, four laboratories, one conference room, and 59 academic and administrative offices. Complementary provisions such as cafeterias, dining facilities, a library with reading rooms, and parking areas ensure that students and staff benefit from a well-rounded academic infrastructure. Serving specific academic needs, the Çengelköy Campus provides additional learning and working spaces that complement the offerings at Dudullu, thereby broadening the opportunities available to

students and reinforcing the university's commitment to high-quality education and support services.

The university's classrooms, laboratories, lecture halls, and other academic spaces are shared among various departments, ensuring efficient use of the available infrastructure.

The laboratories and workshops are equipped with modern tools and technologies that enhance the learning experience for Software Engineering students, particularly in areas such as software development, AI, cybersecurity, and data science.

Both campuses are equipped with state-of-the-art facilities that are continuously updated to meet the needs of modern education and industry standards. The integration of hands-on learning with theoretical knowledge is facilitated through well-designed classrooms, laboratories, and project spaces.

In conclusion, the departments of Dogus University are supported by a modern technological infrastructure that ensures high standards of teaching and learning. This includes computer laboratories equipped with high-performance PCs, development tools, and testing software, as well as specialised laboratories such as the Artificial Intelligence Lab and the Microprocessor Lab. Library resources provide extensive access to leading digital academic databases, including IEEE, ACM, JSTOR, and ScienceDirect, thereby fostering cutting-edge research and scholarship. Furthermore, the university makes effective use of online learning platforms, which support blended and remote learning formats and allow for a flexible, student-centred approach to teaching. Together, these facilities and resources provide an excellent foundation for high-quality education, innovation, and continuous academic development.

The Library and Documentation Center Directorate provides services with the Central Library (Dudullu Campus) and Çengelköy Campus Library with a total seating capacity of 1,040 in the library facilities. In addition, students benefit from a variety of facilities, including multimedia laboratories, campus-wide wireless internet access, and an interlibrary loan system that provides resources from domestic and international partner institutions. The library also offers audiovisual materials, online databases, and continuing education programs to improve users' information literacy. There are 40 multimedia-supported computers in the multimedia laboratory in the library. In addition, 2 catalogue search computers are available for researchers in the reader's room. The library staff consists of 3 librarians and 3 part-time students in the Central Library, 3 librarians and 2 part-time students in the Çengelköy Library, making a total of 11 personnel.

The library, which is a member of the Anatolian University Libraries Consortium (ANKOS) and TÜBİTAK-ULAKBİM, as stated in the self-report, is an important reference centre for the

information and document needs of academic staff, students, other employees and the local community, as well as researchers in Turkey and around the world. As of 2023, the university library has a collection of over 550,000 books, as both printed and electronic resource. These resources can be accessed both on-site and remotely via a dynamic web platform. Printed information sources are made available through an open shelf system. Electronic information sources can be accessed through the multimedia-equipped computer laboratory within the library and remotely via users' personal laptops.

The Information Technology Center at Doğuş University, which is committed to presenting innovations in the field of information technology to its students, provides services through its Systems/Network and Technical, Software, and Web Technologies Units. The system, which can be controlled from a single centre, ensures resource sharing, internet access, and centralized information storage services. There is a strong computing infrastructure between the Dudullu and Çengelköy campuses that ensures uninterrupted data transfer. Students can benefit from 12 computer laboratories, 4 Mac laboratories, and 3 Free Study Areas, each designed for different purposes. With an internet speed of 150 Mbps, each student at Doğuş University is provided with 1 TB of cloud storage and a 50 GB email account. Moreover, every student can install the latest version of Microsoft Office on up to five different devices and platforms free of charge. Students can access their @dogus.edu.tr email accounts via computers, smartphones, or tablets.

Since the foundation of the university, the Software Unit of the IT Center has undertaken the development of university software and continues to support numerous applications created for student use. Within the centre, the Web Technologies Unit manages the design, implementation, and development of Doğuş University websites and ensures the integration of projects that support education and training.

In the computer laboratories, there are up-to-date programs and applications tailored for various fields such as mathematics, statistics, science, engineering, and design. At Doğuş University, there are 124 multimedia-supported classrooms, equipped with home theatre sound systems, allowing for synchronized use with laptops or desktop computers and enhancing presentations and lessons with technological features. Nearly all classrooms on campus are equipped with projectors, and 12 amphitheatres are equipped with both visual and audio tools.

Many transactions such as student affairs, course registrations, exam results, counselling appointments and document requests are carried out through the online system. In addition, some courses are offered as hybrid or fully online.

The university offers many information and services through online infrastructure. The principal sources are as follows:

Main page: All the information related to the facilities of the university, all announcements, all regulations including academic calendar are offered at the main page.

Douonline: The platform where online courses are conducted. The courses are recorded, and students may reach them throughout the semester. Besides, for face-to-face courses the instructors can collect assigned projects through douonline system.

OBS Student Information System: The student information system offered both through internet and mobile application, is a platform where instructors schedule course syllabi, exams and assignments and post grades. Students can access their grades, schedules and transcripts through the system.

Doğuş webmail: Both students and academic staff may reach their mailboxes through internet or mobile application.

My Library: Students and instructors may reach the online catalogue, make reservations for printed books and extend the period of the publication they borrowed through my library portal

EBYS - Electronic Document Management System: All internal administrative documents are transmitted to academic and administrative personnel through EBYS system.

The Student Affairs Office is responsible for student registration and admissions, the preparation and announcement of course and exam schedules, student ID cards, scholarships, and daily student operations. It also handles all types of administrative tasks coming from Faculty and School programmes, manages course registration and withdrawal processes as outlined in the Academic Calendar, prepares class and exam lists, secures grade sheets and exam documents, and oversees transcript, diploma, and post-graduation administrative procedures.

The office guides students, as stated in the self-report, to have a successful academic life and assists them in their personal matters. It acts as a bridge between students, their families, and other departments of the university in matters related to its scope of work. It provides the necessary support services for all faculties, schools, and programmes across the university in areas relevant to its duties.

The Department of Health, Culture, and Sports Services plans and coordinates activities related to culture, arts, sports, career development, psychological counselling, student clubs, and similar areas beyond the academic life of students, working together with them to carry out these activities.

From the first day they step into the university, the department, as the university states in the self-report, aims to support students in developing personally, socially, culturally, artistically, and physically in addition to their academic growth. Through various activities in these areas, it creates environments where students can gain the skills needed to become successful and active individuals both in their professional and social lives. This is the core mission of the department.

Each student is assigned an academic advisor who guides course registration, electives, and career planning.

The units within the Department of Health, Culture, and Sports Services include the Career Planning Center, Alumni Office, and Sports Coordination Unit. In addition, Student Clubs and the Student Council continue their activities under this department.

Choosing the right university is one of the most critical steps on the path to a successful future. With this belief, Doğuş University not only provides quality education but also emphasizes supporting its students in career planning. Affiliated with the Department of Health, Culture, and Sports Services, the Career Planning Center organizes numerous seminars and conferences throughout the academic year to help students broaden their horizons and find answers to questions about their future.

Since 2005, the university has organized annual Career Days, which have become a strong tradition, growing each year. These events provide students the opportunity to meet representatives from various sectors, creating an environment for extensive knowledge and experience sharing while also opening doors to internships and job opportunities.

The Career Planning Center also provides students with counselling whenever needed, supporting them in areas such as resume writing, internship and job applications, and proper career orientation. Required internships, graduation projects, joint projects with public and private institutions, and research conducted by faculty members at national and international levels offer students significant experiential opportunities.

At the Doğuş University Health Services Center, medical examinations, outpatient treatments, emergency interventions, and psychological support are provided. The centre, staffed with a specialist physician, a clinical psychologist, and a nurse, is available to Doğuş University students and employees free of charge whenever needed.

At the University's Healthy Life Center, students are provided the opportunity to live a university life integrated with sports. In the centre's fields and studios, facilities for indoor football, basketball, volleyball, handball, tennis, table tennis, dance, yoga, and pilates are available.

Psychological counselling services for students, the career centre and the student support unit provide support for personal, academic or social problems.

Physical accessibility is provided on campus for students with disabilities. In addition, individual learning support, guidance services and academic counselling are provided. Special exam and education arrangements can be made for students.

Dogus University has a Disabled Students Unit for students with disabilities who require a special approach. The unit develops solutions to the problems of disabled students in the areas of accessibility in education, accessibility in space, and accessibility in socio-cultural areas.

The main duties of the Unit are to identify the academic, administrative, physical, psychological, housing and social needs of disabled students at our university, to plan, implement, develop and evaluate the results to meet the needs. In order to facilitate the lives of disabled students, under the leadership of the Disabled Student Unit, alternative roads have been opened to improve the entrance of disabled students to the University buildings and separate rooms have been allocated to students. Considering the physical conditions of our university, there are ramps at building entrances, elevators inside the buildings and disabled toilets. When deemed necessary, students with disabilities are accompanied by an attendant for transfers within the campus and for entering and exiting lecture halls and classrooms that are not accessible by elevators. In addition to this, there are a retractable mobile ramps, wheelchairs and desks specially designed for disabled students in classrooms to be used in case of need.

National athletes and IB diploma holders are eligible for certain discounts. In addition, international students can also benefit from opportunities such as sibling discounts.

All the processes related to international students are organized by the International Relations Office. The main objectives of the International Relations Office are the development of international cooperation of the university in the enlargement of partnerships of DOU, the promotion of its institutional internationalization and organizational support of international activities. On this purpose the office develops the DOU partner network, scientific and cultural cooperation with foreign educational and research organizations. As well as the coordination of incoming and outgoing mobility of students and DOU staff within the framework of concluded interuniversity agreements, assistance in arranging business trips abroad.

Doğuş University provides a broad range of professional services and coaching opportunities through a number of dedicated centres, which support both academic development and societal engagement. The Doğuş University Continuing Education Center (DOUSEM) offers lifelong learning opportunities and professional training programmes for students, alumni, and

external stakeholders. The Doğuş University Research, Innovation, Application, and Advanced Technology Application and Research Center (DOUTEK) promotes research excellence and technological innovation, while the Women's Studies Application and Research Center (DOUKAM) contributes to advancing gender equality and supporting research in the field of women's studies.

In addition, the Doğuş University Distance Education Application and Research Center (DOUZEM) plays a key role in the design and implementation of digital and blended learning formats, ensuring flexibility and accessibility in teaching and learning. The Doğuş University Turkish Language Teaching Center (DOU-TÖMER) provides language education for both national and international students, thereby supporting integration and academic success. The Research Support Office (ARDES) further strengthens research capacity by assisting academics in project development, publication strategies, and external funding opportunities. Finally, the Doğuş University Carbon Footprint and Sustainability Application and Research Center (DOUKAS) reflects the institution's commitment to environmental responsibility and sustainability by conducting applied research and developing initiatives in this field.

Together, these centres demonstrate Doğuş University's dedication to fostering research, innovation, professional development, social responsibility, and sustainability, while also offering targeted support to students, staff, and external partners

Doğuş University has been offering an On Campus Student Employment Program since the 2004-2005 academic year. The On Campus Student Employment Program gives students the opportunity to gain work experience by working at campus units while continuing their current education, to earn some extra income.

"Civil Engineering" (B.Sc.)

The degree rogramme is supported by a number of specialised laboratories that provide students with essential opportunities for practical training, experimentation, and applied research. Among these are the Structural Mechanics and Materials Laboratory, which enables the study of material properties and structural behaviour; the Soil Mechanics Laboratory, which supports the analysis and testing of geotechnical conditions; and the Hydraulics Laboratory, which allows for the simulation and investigation of fluid mechanics and hydraulic systems. Together, these facilities ensure that theoretical knowledge is complemented by hands-on experience and contribute significantly to the high practical relevance of the programme.

The labs are fully equipped for hands-on experiments aligned with course objectives. Students have access to over 940 computers across 23 labs on campus. Licensed engineering software like AutoCAD, STA4CAD, Revit, MS Project, etc. included. Remote access to design software

and simulation tools is available. Access to international engineering journals and databases through ANKOS Consortium as well as ULAKBİM & EBSCO is provided and 24/7 access to e-resources via EZproxy.

"Electrical-Electronics Engineering" (B.Sc.)

The department is equipped with modern laboratories for analog/digital electronics, embedded systems and signal processing. Students also have access to simulation software (e.g., MATLAB, Multisim, LTSPICE, PSPICE, Code warrior, Lab View) and a well-equipped electronics lab. The university library supports the academic needs of students and faculty. In addition to its campus facilities, Dogus University provides students and staff with access to a well-equipped and technologically advanced laboratory infrastructure, which plays a central role in supporting practice-oriented education and applied research. The laboratories are furnished with a wide array of modern equipment that enables the realisation of complex projects and experiments across diverse fields of study. The general laboratory equipment includes oscilloscopes, arbitrary function generators, programmable power supplies, multimeters, microprocessor kits, DSP kits, Altera lab kits, breadboards, and a large number of ELVIS experiment kits. In addition, the laboratories are equipped with high-performance computers and a variety of experimental tools such as integrated circuits, resistors, capacitors, and other essential components. This extensive range of resources ensures that students are able to conduct experiments under professional conditions and develop strong practical competencies alongside their theoretical knowledge.

Equally important is the broad spectrum of specialised software installed on laboratory computers, which supports both teaching and research activities. Among the available programmes are NI ELVIS, NI Multisim, NI Ultiboard, and LabVIEW, which facilitate electronic design and measurement. Advanced mathematical and engineering software such as Wolfram Mathematica, MATLAB, GNU Octave, LTSpice, Mathcad, and Code Composer further enhance students' ability to work with complex modelling, simulation, and analytical tasks. Complementary applications such as the Orcad Family Release (PSpice), Quartus, and CodeWarrior enable comprehensive circuit and system design. In addition, standard tools including Microsoft Office, Adobe Reader, and cloud-based platforms like OneDrive ensure smooth integration into everyday academic workflows.

By combining state-of-the-art laboratory hardware with a wide selection of advanced software, Doğuş University ensures that its students are provided with an outstanding technological infrastructure. This enables them to acquire practical, project-based skills in a learning

environment that closely mirrors professional practice, thereby significantly strengthening their employability and research capabilities.

6.2 Assessment

During the onsite visit, Doğuş University convincingly demonstrated that it possesses a very comprehensive and well-developed infrastructure, both in terms of its buildings and facilities as well as its state-of-the-art technical environment. The number and quality of laboratories available are fully adequate in view of the student body, ensuring that teaching can be conducted under excellent conditions while also granting students broad opportunities to access laboratories outside of regular teaching hours.

Doğuş University proved during the onsite visit that it has very extensive infrastructure, both in terms of the building and its different rooms in general as well as in terms of technical infrastructure like labs. Given the number of students that are currently enrolled in the programs, the university has a sufficient number of laboratories to give lectures there and also enable the students to make use of the labs outside of teaching hours. Additionally, a number of laboratories are sponsored and maintained by external companies, which adds to the technical equipment available to the students. The experts found a very modern technical environment at the university, not only in terms of laboratories, but also in terms of the equipment available in every classroom. The expert panel also positively acknowledges the variety and number of computers available in computer laboratories, featuring both Windows and Mac computers.

The staff responsible for these laboratories, but also for administrative issues such as the library and the international office, was found to be very qualified and very helpful for the students, which has also been confirmed by the students interviewed. The library has sufficient resources, both online and on-site.

Planning of lectures and exam dates is done by a central committee, which is why overlapping of courses and exams usually never happens. This also allows the university to address the needs of a diverse student body, which is why the students interviewed considered this aspect very positive, which the experts can agree on.

Doğuş University explained that a regulation for students with special needs is in place, however, the number of students requesting special assistance has been limited. Additional possibilities not only include changes in the assessment procedure, such as more time for disabled students, but other services such as a driving service between both campuses as well. The experts consider this aspect especially fulfilled.

The recommendation to increase scholarship opportunities for students undertaking internships abroad has been acknowledged and is currently in the process of implementation. Doğuş University has already initiated the necessary preparatory steps, and further measures will be developed and rolled out in the coming period to ensure that students are increasingly supported in gaining practical international experience.

In conclusion, the experts highlight that Doğuş University not only provides an excellent technical and infrastructural basis for teaching and learning but also offers comprehensive, professional, and student-centred services. These contribute decisively to the high studyability of the programmes and testify to the university's strong dedication to academic quality, international openness, and inclusive student support.

6.3 Conclusion

The criterion is **fulfilled for all study programmes.**

7 ESG Standard 1.7: Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programs and other activities.

7.1 Implementation

General

Doğuş University operates a comprehensive and integrated Information Management System (IMS), which plays a central role in supporting data-driven decision-making, academic monitoring, quality assurance, and institutional transparency. This system enables the collection, processing, and analysis of relevant information across all academic and administrative units, thereby ensuring that institutional processes are efficient, reliable, and continuously improved.

The university strictly complies with the provisions of the Turkish Personal Data Protection Law (KVKK, Law No. 6698) and fulfils its role as data controller. Access to sensitive academic and personal data is restricted to authorised personnel, while data is routinely backed up and stored securely on protected servers. Personal data collected from prospective students may include identity information (first and last name), educational background (school, class, department), contact information (e-mail address), as well as visual or audio records (photographs, online

meeting recordings). In addition, operational security data such as IP address, MAC address, port information, and access date and time may be recorded.

These data are processed exclusively for legitimate and clearly defined purposes, including the provision of information on academic programmes, events, and services, the promotion and recommendation of study opportunities, the execution of activities to ensure that students benefit from the university's services, the distribution of informational communications through appropriate channels, and the management of information security processes. Furthermore, analyses and evaluations are conducted with the aim of improving service quality, ensuring continuity, and optimising institutional processes. Data may be shared with third parties only to the extent necessary for these purposes and strictly in accordance with legal regulations.

In compliance with Law No. 6698, data subjects enjoy extensive rights, including the right to know whether personal data is processed, to request information about the processing, to learn whether data is used for its intended purpose, and to be informed about third-party data transfers. They may further request the correction of inaccurate data, the deletion or destruction of data, and the notification of such corrections or deletions to third parties. Moreover, data subjects have the right to object to automated processing and to request compensation for damages resulting from unlawful processing.

As part of its quality assurance activities, Doğuş University systematically gathers feedback from students, alumni, and employers through a range of surveys and evaluation tools. Student surveys are administered regularly and cover aspects such as course content, teaching quality, instructor performance, learning environments, and available resources. In addition, an annual student satisfaction survey is conducted, the results of which are published on the Quality Coordinatorship web page. This survey addresses broader institutional dimensions, including governance, reputation, communication, infrastructure, student services, health and sports facilities, and social and cultural activities.

Alumni and employer surveys further complement this feedback system, focusing on the relevance of curricula to industry standards, graduate competencies, and workplace performance. The results of these surveys provide valuable insights into the employability of graduates and the responsiveness of programmes to labour market needs.

Taken together, the Information Management System, strict adherence to data protection regulations, and the systematic use of stakeholder surveys highlight the university's strong commitment to transparency, accountability, and continuous improvement. They also ensure

that institutional decisions are evidence-based and that the perspectives of students, alumni, and employers are actively incorporated into the ongoing development of Doğuş University.

Doğuş University has been established to increase solidarity and cooperation among graduates, to make relations with the graduates permanent and to produce projects to contribute to their social, cultural and professional lives.

Alumni information is tracked through the "Graduates Information System" on the "Graduates" page of the website, and the database of graduates is updated through year-end meetings, phone calls and e-mails.

In addition, DOU shares academic and sectoral innovations with graduates by constantly using the corporate LinkedIn profile actively.

Survey results are reviewed by the university's Quality Commission and form the basis for discussion in departmental meetings to support continuous improvement.

The technology used in data management includes learning management system (LMS) platforms (Google Classroom, Moodle) to support assignment submission and grading as well as real-time performance analytics. Furthermore, online dashboards are being developed for the faculties to monitor class-wide academic indicators.

The progress of the students in their education process is monitored by the advisors through the student information system (OBS) and students are provided with an internship process where they can apply the courses in their curriculum and what they have learned in the courses. Advisors follow the progress of the students and help them register for courses through OBS, while approving the courses chosen by the students and following a two-stage process.

Doğuş University operates a Student Information System (OBS), which serves as the central platform for managing key academic processes. The system covers student registration, course selection, grade submission, and the monitoring of transcripts and GPA development. Academic staff have direct access to the system, allowing them to track student progress and provide academic feedback where needed.

The Student Information System is closely integrated with the university's quality assurance framework. At the end of each semester, course evaluations are conducted, and comprehensive data on student progress, dropout rates, and graduation rates are analysed on an annual basis. The results are systematically incorporated into the university's quality assurance mechanisms and are used to inform curriculum development and programme enhancement. Students receive regular progress reports at the end of each semester,

ensuring transparency and timely guidance. In addition, faculty meetings are organised to discuss academic performance trends and student success indicators. Reports generated through the Information Management System are submitted to the Rectorate and provide a valuable evidence base for institutional decision-making and strategic planning.

Beyond student monitoring, the university maintains a strong focus on career development and alumni relations. The Career Center systematically follows up on graduates through a combination of surveys, employer feedback, and LinkedIn profile analysis. This continuous tracking enables the university to evaluate graduate employability, align curricula more closely with labour market demands, and strengthen its connections with professional stakeholders. Together, the Student Information System and the activities of the Career Center demonstrate Doğuş University's commitment to evidence-based decision-making, continuous improvement, and the long-term academic and professional success of its students. Findings from these tools are used to align programme outcomes with market demands and to improve graduates' job readiness. There are two comprehensive information systems in use. The student information system (SIS/OBS) is the system that both academics and students access in their own accounts and where course transactions are made and followed. The other information system, the student administrative information system (SAIS/OIBS), is the system where administrative tasks such as departmental procedures, transfer procedures from different levels, Bologna and graduation are carried out.

7.2 Assessment

The procedures for collecting and analysing information at Doğuş University demonstrate a structured, multi-dimensional, and improvement-oriented approach to institutional information management. These processes are essential in supporting decision-making, strategic planning, quality assurance, and accountability across all academic programs.

Data collection and analysis are governed by a formal Data Collection Policy, issued under the oversight of the University Quality Commission. Responsibilities are clearly distributed among administrative and academic units, ensuring that data related to teaching, learning, research, student support, and graduate outcomes is consistently gathered, reported, and utilized.

The procedures cover a wide range of quantitative and qualitative data, including but not limited to student data, teaching data, research and project activities, alumni and employment data, and stakeholder feedback. Data is collected using standardized instruments such as student information system, digital surveys and evaluation forms distributed each semester, quality

dashboards and performance indicators monitored by the Quality Commission, and periodic reports from departments and units, submitted to the Rectorate and Senate. The collected data is analysed by relevant commissions and administrative units and is used for curriculum improvement and course revision, resource allocation (such as faculty workload, infrastructure needs), and strategic development planning, as well as internal and external reporting, including national higher education databases and accreditation bodies. The university complies with the Personal Data Protection Law (KVKK, aligned with GDPR). All data collection and processing activities adhere to legal standards of confidentiality, transparency, and data minimization. Stakeholders are informed about their rights and how data is used.

The data management system at Doğuş University, as outlined in the Data Collection Policy and Progress Report, reflects a mature and structured approach to information management. In the context of internal quality assurance (IQA), the collected data demonstrates a high level of completeness, timeliness, and usability, although certain areas present opportunities for further enhancement. While the data framework is robust, there may be opportunities to improve, such as using visualization and dashboarding tools for easier interpretation of data by non-technical stakeholders, and more advanced tools such as predictive analytics to proactively identify at-risk students or declining performance trends.

The participation of both students and university employees in the processes of data collection, evaluation, and planning of follow-up measures at Doğuş University is structured, formalized, and embedded within the institutional quality culture. Their engagement contributes significantly to the transparency, relevance, and responsiveness of the internal quality assurance system. While the existing participation mechanisms are sound, certain areas may benefit from reinforcement, especially with an increased visibility of outcomes. The University should ensure regular publication of how student and staff feedback has led to concrete improvements (e.g., "You Said – We Did" formats).

Doğuş University has established a robust and effective information management system, in clear alignment with ESG Standard 1.7. The system supports a culture of quality transparency, and stakeholder engagement, and provides solid evidence for strategic and academic decisions. With targeted improvements in data accessibility, predictive use, and dissemination, the university can further enhance the responsiveness and impact of its internal quality assurance processes.

In summary, Doğuş University has established a mature, structured, and improvement-oriented information management system that is closely aligned with ESG Standard 1.7 and firmly embedded within the institution's quality culture. The procedures for data collection and

analysis are comprehensive, transparent, and legally compliant, covering the full spectrum of teaching, learning, research, student support, and graduate outcomes. By ensuring the active participation of students, faculty, and administrative staff, the system not only strengthens accountability and evidence-based decision-making, but also fosters inclusiveness, responsiveness, and mutual trust within the university community.

The expert panel particularly commends the university for the clarity of responsibilities, the systematic integration of feedback, and the strategic use of data for curriculum development, resource allocation, and institutional planning. These practices provide a solid foundation for continuous enhancement, institutional transparency, and stakeholder confidence.

At the same time, the panel encourages the university to build on these achievements by expanding the accessibility and usability of data, for example through advanced visualisation tools and predictive analytics, and by further reinforcing the visibility of outcomes in formats that clearly demonstrate how student and staff feedback translates into tangible improvements. With these targeted developments, Doğuş University is well positioned to further strengthen its role as a data-informed, transparent, and stakeholder-oriented institution, committed to continuous quality enhancement and academic excellence.

The panel observed that while the university maintains both national (Turkish-language) and English-language versions of its website, the information provided is not always fully aligned. In particular, discrepancies were noted in the course tabs of departmental websites, where details regarding programme structures, course offerings, and admission requirements were sometimes incomplete or presented differently.

Given the university's mission to strengthen internationalisation and attract a diverse student body, accurate and consistent information in English is of high importance. The university website represents a central communication channel for international applicants, partner institutions, and external stakeholders. Ensuring coherence between the national and English versions will not only improve transparency and accessibility, but also demonstrate professionalism and enhance the university's reputation in the international higher education community.

The panel is confident that by harmonising the language versions of its website, the university will facilitate informed decision-making for prospective students, strengthen its international visibility, and reinforce its strategic goal of becoming more globally connected.

7.3   Conclusion

The criterion is **fulfilled for all study programmes.**

The expert panel proposes the following recommendations:

- Doğuş University should enhance the visibility of outcomes by systematically and regularly publishing how feedback from students and staff has been translated into concrete improvements, thereby strengthening transparency, stakeholder trust, and the culture of continuous quality enhancement.

- Placing greater emphasis on harmonising the national and English-language versions of the university's website, particularly the study degree information sections on departmental webpages is recommended, as these are often the first point of contact for prospective students whose first language is not Turkish.

8   ESG Standard 1.8: Public information

> **Institutions should publish information about their activities, including programs, which is clear, accurate, objective, up-to date and readily accessible.**

8.1   Implementation

General

Doğuş University Public Relations and Publicity Unit is in contact with the individuals and organizations to exchange support in the necessary fields. The unit carries out studies that will enable Doğuş University to reach its target audience in line with its mission, vision and core values. Fairs, panels, conferences, interviews, and school visits are the main activities.

The Public Relations and Publicity Unit directly reports to the Rectorate. The unit assures information flow, conducts the establishment and continuation of good relations based on mutual trust and understanding. The unit also conducts studies on the accurate introduction of the institution, the creation of a positive image on the target audience and the increase of preferability. It is important to tailor and conduct all studies regularly and systematically, according to corporate identity, organization culture, the needs and expectations of the university.

Doğuş University maintains a clear and transparent communication policy to ensure that accurate, comprehensive, and up-to-date information about the programmes are available to all stakeholders, including students, parents, employers, and the public.

Doğuş University demonstrates a strong commitment to transparency and stakeholder communication by making comprehensive and up-to-date information publicly available. Staff profiles, including qualifications, research interests, and contact details, are published on the

university website, ensuring accessibility for students, colleagues, and external stakeholders. Public information is disseminated through multiple channels, such as the central university website, faculty pages, programme brochures, and social media platforms including Instagram and LinkedIn. For internal purposes, the Student Information System (OBS) provides students with structured access to academic information.

The university website itself serves as a central hub for key academic information. It includes detailed programme curricula and course descriptions, clearly defined learning outcomes and competencies, admission criteria, faculty profiles, internship and graduation requirements, as well as the academic calendar and examination regulations. This ensures that students and external stakeholders alike have reliable access to essential programme-related information.

Doğuş University also maintains a visible and interactive presence on verified social media platforms such as YouTube, Instagram, TikTok, and LinkedIn, which provide real-time updates on academic developments, events, and aspects of student life. In addition, the university organises and publicises a range of outreach activities designed to foster interaction with prospective students, graduates, and employers. These include open days and education fairs, annual participation in national expos and online webinars, and a dedicated YouTube channel showcasing student projects, laboratory sessions, and graduate testimonials. Furthermore, career days are regularly organised and promoted through the website, providing an important platform for student–employer engagement and career development.

Through this multi-channel communication strategy, Doğuş University ensures transparency, strengthens its institutional visibility, and fosters an active dialogue with both internal and external stakeholders.

8.2 Assessment

Doğuş University makes effective use of its official website (www.dogus.edu.tr) as the primary channel for information provision. The landing page is clearly structured, user-friendly, and regularly updated with recent news and announcements. It serves as a gateway to the subsites of faculties and other university units, which provide detailed and comprehensive information about academic programmes, faculty members, and institutional structures. On the faculty pages, students and stakeholders find well-documented information on courses, including curricula, intended learning outcomes and competencies, admission requirements, as well as study and examination regulations. The university's mission and vision are likewise presented in a transparent manner, and prospective students benefit from the possibility of submitting applications directly online. A particularly significant element is the Student Information System

(OBS), which offers students structured access to module descriptions, timetables, and academic progress tracking. Taken together, the website provides all relevant information in an accessible and up-to-date manner, thereby contributing to transparency and accountability.

The panel noted that some study programme information was at the time only available in Turkish and that the English and Turkish versions of the website were not always fully congruent. To further strengthen international visibility and accessibility, the experts therefore encouraged the university to ensure that study programme information is precise, regularly updated, and consistently available in both languages. This would enhance transparency for local stakeholders and provide international students and partners with reliable information.

In line with this recommendation, the university has already initiated the necessary measures. Arrangements have been made to update programme information systematically and to ensure multilingual accessibility on the website. Content is currently being reviewed, translations are being carried out, and information is being aligned across language versions. Through these ongoing efforts, the university ensures that study programme information is precise, up to date, and accessible to both local and international stakeholders, thereby strengthening transparency and international visibility.

In addition to its website, Doğuş University maintains a strong presence on social media platforms, which are actively used to inform about current events, showcase academic and student activities, and promote the university's programmes. This multi-channel approach demonstrates the institution's commitment to openness, outreach, and stakeholder engagement.

8.3   Conclusion

The criterion is **fulfilled for all study programmes.**

9 ESG Standard 1.9: On-going monitoring and periodic review of programmes

> **Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.**

9.1 Implementation

<u>General</u>

Doğuş University places strong emphasis on the continuous monitoring and systematic review of its academic programmes to ensure their ongoing relevance, academic quality, and alignment with institutional goals, stakeholder expectations, and international standards. This review process applies uniformly to all programmes and is embedded within the university's structured internal quality assurance framework. It involves several governance bodies, including the Programme Coordination Board, the Academic Department Board, the Faculty Board, and the Quality Assurance Commission. These bodies meet regularly to review key aspects of programme delivery and effectiveness, such as the achievement of learning outcomes, the relevance and quality of course content and delivery methods, the performance of graduates in professional and academic contexts, and the feedback provided by internal and external stakeholders. Through this multi-level structure, the university ensures that its programmes are systematically monitored, continuously enhanced, and aligned with both institutional objectives and external expectations.

All academic programmes are subject to regular internal audits and evaluations led by the University Quality Commission, with participation from faculty-based quality assurance units. The review process involves data-driven evaluations of curriculum implementation, student performance, instructor effectiveness, and stakeholder feedback.

The internal stakeholders of undergraduate programs include programme students, faculty members, administrative staff, and university administration (Rectorate, University Senate, University Administrative Board). The external stakeholders of undergraduate programmes include programme alumni, industry representatives, the Department Advisory Board, other universities, local governments, the Council of Higher Education (YÖK), the Istanbul Chamber of Commerce, and the Istanbul Chamber of Industry.

In the evaluation and assessment of programmes, the recommendations of the Department Advisory Board members, the outcomes of Department Search Conferences conducted with the participation of students, faculty members, industry representatives, and alumni, as well as the results of online meetings with department students and surveys conducted with alumni,

industry representatives, students, and faculty members, are considered. In this determination, the mission and learning outcomes of the University, the Faculties and the Departments are considered.

Annual review reports are based on student achievement data, stakeholder feedback, and key performance indicators. These reports are submitted to the Faculty Board and inform curriculum updates, teaching improvements, and follow-up actions. Stakeholder input, including that from students, alumni, academic staff, and employers, is collected through surveys and advisory board meetings and is systematically integrated into curriculum development. This continuous feedback loop ensures alignment with national standards, international frameworks such as the EHEA, and evolving industry needs.

Doğuş University has established regular review cycles to ensure the continuous monitoring and enhancement of its programmes. The annual review process takes place at the end of each academic year and includes an internal evaluation meeting in which student achievement and pass rates are analysed, student evaluations and complaints are systematically reviewed, and proposals for curriculum updates are formulated on the basis of the collected feedback.

In addition, a comprehensive curriculum review is conducted every two years. This process integrates input from a wide range of stakeholders, including students, graduates, academic staff, and employers or industry partners. Suggestions for improvement are gathered through surveys, advisory board meetings, and other structured feedback mechanisms, ensuring that the programmes remain responsive to both academic standards and labour market needs.

Through these structured review cycles, the university guarantees that its programmes are continuously adapted and improved in line with stakeholder expectations, institutional goals, and international quality standards.

Programmes are benchmarked against both national frameworks (such as YÖK and MÜDEK standards) and international standards (EHEA, as well as programme specific standards). Comparisons are made in terms of curriculum content, graduate competencies, research outputs, and program outcomes.

Doğuş University employs a broad range of instruments to ensure that its programmes remain aligned with global best practices and responsive to the needs of students, employers, and society. International rankings, mobility programme feedback, and alumni employment data are systematically taken into account in the evaluation of programme quality and relevance. In this context, graduate surveys are conducted annually to assess time-to-employment, the relevance of skills and knowledge acquired during studies, and overall satisfaction with programme outcomes. Complementing this, employer feedback is gathered through industry

advisory boards, internship evaluations, and alumni employer outreach, thereby ensuring that academic offerings remain attuned to labour market requirements.

Programme development follows an iterative, feedback-driven process that incorporates input from students, graduates, academic staff, and employers. Key indicators such as dropout rates, graduation rates, and course evaluation results are continuously monitored to assess programme effectiveness and identify areas for enhancement.

Teaching and learning processes are subject to ongoing monitoring through a variety of methods. These include semesterly student course evaluations, comprehensive student satisfaction surveys, peer reviews, and audits of course files (covering syllabi, student work samples, and examination structures). In addition, instructor self-assessments, peer evaluations, and regular departmental as well as faculty-level performance reviews are conducted. The systematic analysis of student learning outcomes provides further evidence for teaching effectiveness. At faculty level, the Teaching Evaluation Committee reviews trends in academic performance and develops targeted action plans in cases of underperformance or curriculum misalignment.

The insights gained from these monitoring processes are actively used to enhance teaching and programme quality. They inform adjustments to workload and ECTS credit allocation, improvements to course materials and instructional methods, and the replacement or revision of outdated elective courses. Through this multi-layered and evidence-based approach, Doğuş University demonstrates a strong commitment to continuous improvement, accountability, and the sustained alignment of its teaching and learning processes with international standards and stakeholder expectations.

An annual meeting is held with the Advisory Board, which consists of alumni, employers, and industry representatives, to gather feedback on the programme. Each semester, the Faculty Academic Council convenes with the participation of all academic staff to receive feedback on programmes and faculty members. At the end of each year, graduate and employer surveys are conducted to assess the programmes' educational objectives. In the spring semester, candidate graduate surveys are conducted to evaluate programmes outcomes. At the end of each semester, programme outcomes are assessed through student course surveys, student faculty surveys, and course evaluation forms.

Additionally, teaching and learning are monitored through midterm and final exams, as well as student-prepared projects conducted during the fall and spring semesters.

The teaching and learning infrastructure is regularly monitored through various committees established within the university, including the Education and Teaching Subcommittee, the

Applied Training Committee, the Course and Exam Planning Subcommittee, the Internal Audit Quality Control Committee, the Accreditation and Quality Committee, and the Faculty of Economics and Administrative Sciences Program Learning Outcomes Review Committee.

Additionally, exam documents are required to be submitted at the end of each semester, and the Council of Higher Education (YÖK) conducts an annual audit of exam documents, ensuring the oversight and evaluation of the examination process.

Doğuş University, as stated in the self-report, through its Quality Coordination Office, regularly measures and monitors numerous indicators, including student satisfaction. These data are regularly published in compliance with data protection regulations. Additionally, students can submit their wishes, suggestions, and complaints through an online form.

The procedure regarding the complaints policy aims to enhance the effectiveness and reliability of the services provided and the internal audit system; to strengthen institutionalization and the sense of belonging by enabling the open sharing of suggestions on any matter concerning staff and stakeholders; and to ensure that errors, misconduct, or improper practices can be reported. It sets out the principles for evaluating suggestions and feedback regarding the services provided by university staff, students, and other stakeholders.

The external quality assurance system at Doğuş University is structured, comprehensive, and aligned with both national and international standards. It combines accreditation procedures at national and international levels, compliance with ISO standards such as ISO 9001, and the internal support of the university's Quality Assurance units. This integrated approach ensures that all organisational levels and target groups are addressed, through on-site accreditation visits as well as internal and external audits. The system is based on the university's quality strategy and firmly embedded within the national legal framework of Turkey, thereby ensuring regulatory compliance. The internal quality system is regularly reviewed in the course of accreditation procedures and audits, during which recommendations and conditions for improvement are formulated. These are systematically followed up and contribute to strengthening internal processes and fostering continuous improvement. Transparency is further ensured through the publication of quality-related reports and activities, which are made available to all relevant stakeholders. Overall, the university demonstrates a well-functioning and effective framework for external quality assurance. In line with ESG Standard 1.10, the system fully meets expectations, and there is no immediate need for optimisation with regard to this criterion.

Annual performance reports are presented by unit leaders and reviewed by the Rectorate as part of the university's strategic performance management system.

The institution is structured in a way that, as stated in the self-report, ensures both the qualitative and quantitative security of its administrative and managerial organization to achieve its strategic goals. The Board of Trustees and the academic administration have undertaken the necessary constructive leadership for the institution. To establish and develop performance measurement and evaluation criteria for academic staff and administrators, the institution has assigned the R&D Committee, the Scientific/Artistic Publications and Events Support Committee, and the Performance Measurement and Evaluation (PÖD) Committee.

9.2 Assessment

The processes for continuous monitoring and systematic adjustment of study programmes at Doğuş University are well established and embedded in the institutional Quality Assurance Strategy. This strategy is guided by the principles of ISO 9001, ensuring that all quality-related activities follow the PDCA cycle (Plan–Do–Check–Act). The cycle creates a closed feedback loop whereby planning, implementation, review, and readjustment are continuously repeated, allowing programmes to be further developed in a structured and sustainable manner. In this context, the inclusion of all relevant stakeholder groups – students, academic staff, administrators, and external partners – guarantees that multiple perspectives are considered, which strengthens both the legitimacy and the impact of quality-related decisions.

A wide range of evaluation instruments is used to generate evidence for programme development. Among these are regular module evaluations as well as broader student satisfaction surveys, which capture perceptions of the learning experience, teaching effectiveness, and the availability of resources. The data collected through these surveys is systematically analysed and feeds into decision-making at both programme and institutional levels. This ensures that the curricula remain aligned with the latest academic research, respond to the needs of society, and are effective from the viewpoint of students. Importantly, the learning environment – including infrastructure, digital tools, and academic support services – is also taken into account in these evaluations, thus extending the monitoring processes beyond curricular matters.

The participation of students in these procedures is ensured through several mechanisms. Students are involved in programme evaluations and are invited to participate in dedicated conferences where results are presented and discussed. This structured involvement fosters transparency and underlines the university's commitment to student-centred learning. At the same time, the experts observed that direct feedback between students and lecturers plays an especially important role in the quality culture of Doğuş University. This informal but effective

mechanism enables rapid adjustments at course level and has been repeatedly highlighted by students as a valued characteristic of the institution. The panel commends this strong culture of dialogue, which significantly enhances the responsiveness and relevance of teaching.

In line with the panel's recommendation, Doğuş University has initiated steps to integrate the systematic assessment of student workload into its regular evaluation instruments. Work on this matter is already in the planning stage, and the topic will be addressed as a dedicated agenda item in upcoming meetings with the relevant academic bodies. Based on the outcomes of these discussions, the necessary measures will be implemented to incorporate workload questions into student surveys. This will enable the university to collect structured data, systematically compare experienced workload with the assigned ECTS, and develop targeted measures to safeguard a balanced and sustainable academic experience.

Responding to the panel's recommendation, Doğuş University has initiated steps to ensure that the results of course evaluations are systematically communicated back to students in a transparent and structured manner. The university recognises that "closing the loop" is essential for building trust in the evaluation process and for encouraging active participation. Work on establishing suitable mechanisms is already underway and will be addressed as a priority item in upcoming meetings. Based on the outcomes of these discussions, appropriate measures—such as publishing summary reports or adopting "You Said – We Did" formats— will be introduced to strengthen accountability, enhance student engagement, and further embed the culture of continuous improvement.

The experts also note that other stakeholders – including employers, graduates, and academic staff – are regularly involved in the evaluation of programmes through surveys, advisory boards, and departmental meetings. This ensures that programmes are continuously refined in line with academic standards, labour market demands, and the expectations of society. The university has demonstrated that it is able to integrate these inputs into programme development effectively.

The expert panel recognises the maturity and effectiveness of the university's monitoring processes and commends in particular the strong culture of dialogue between students and staff, as well as the systematic use of surveys and evaluations for continuous programme enhancement. By addressing the described recommendations, Doğuş University can further consolidate its strong quality culture, ensure full alignment between calculated and actual study workload, and enhance stakeholder trust in its quality assurance processes.

9.3 Conclusion

The criterion is **fulfilled for all study programmes**.

10 ESG Standard 1.10: Cyclical external quality assurance

> **Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.**

10.1 Implementation

General

Doğuş University adopts a comprehensive Total Quality Management (TQM) philosophy, which is consistently applied across all services provided in education, research, and societal engagement. This approach is rooted in a strong quality-oriented culture and guided by a strategic and systematic alignment with the university's mission, vision, and goals. Central to this philosophy is the satisfaction of both internal and external stakeholders, achieved through transparent processes, inclusive decision-making, and a commitment to accountability.

The active participation of employees at all levels forms a cornerstone of the university's quality culture, supported by a process-oriented operational model that ensures efficiency and coherence. Equally important are effective communication channels, which foster collaboration and trust, and robust mechanisms for performance monitoring and evidence-based decision-making, which ensure that institutional development is grounded in reliable data. Finally, the principle of continuous improvement underscores all activities, reflecting the university's dedication to evolving in line with emerging academic, societal, and global demands.

The quality department organizes various educations to develop a quality assurance system. The department has also prepared a quality handbook. in accordance with the HIE regulations, the TS EN ISO 9001:2015 Quality Management System Standard (QMS), and the values of Doğuş University (DOÜ) to ensure that DOÜ academic and administrative staff fulfill their duties, authorities, and responsibilities in compliance with the working rules and conditions.

Doğuş University actively engages in international accreditation processes to ensure quality and global recognition. Previous accreditations by bodies such as MÜDEK and current evaluations by agencies like ACQUIN reflect the institution's commitment to continuous improvement.

The principles for ensuring internal and external quality standards in departments are outlined in the Advisory Board Directive. According to this directive, the responsibilities of the Advisory

Boards include providing recommendations to enhance Public-University-Industry collaboration and improving R&D activities, planning and making recommendations to facilitate the transfer of public and private sector knowledge and experience to students through curricular and extracurricular activities.

The goal of undergraduate programmes is to continuously improve the curriculum with a critical perspective in alignment with the legal, ethical, and social responsibility requirements of professional life, thereby enhancing the quality of education. To achieve this goal, the Advisory Board convenes at the beginning and end of each academic year with the participation of students, alumni, faculty members, and industry representatives. Based on the feedback received from Advisory Board members, adjustments are made to the curriculum and course content.

During courses and student club activities, various topics related to legal, ethical, and social responsibility awareness are critically discussed, and projects or practices that propose solutions are developed.

Within the university, internal and external quality studies and practices are carried out under the Quality Coordination Unit, which includes the Quality Management Commission, Quality Coordination Office, Unit Quality Representatives, Unit Quality Officers, Internal Audit Team, and Accreditation Commission.

Internal evaluation is carried out by the university's Quality Coordination Office, while external evaluation is prepared by the Higher Education Quality Board (YÖKAK).

Cyclical External Quality Assurance is an ongoing process that ensures the continued improvement and relevance of educational programmes through regular external evaluations. These evaluations are conducted by independent bodies and are designed to assess whether educational institutions and their programs meet predetermined standards. This process is integral in enhancing transparency, accountability, and the quality of education over time. By incorporating regular external evaluations and adapting curricula based on industry needs, educational institutions can ensure that their graduates are well-prepared to meet the demands of the modern workforce. The feedback from advisory boards highlights the importance of hands-on experience, real-life case studies, industry collaboration, and the development of soft skills such as teamwork and communication. Regular updates to the curricula and the inclusion of emerging technologies and tools ensure that students remain competitive and capable of solving complex problems in the rapidly evolving tech landscape.

10.2 Assessment

The external quality assurance system of Doğuş University is multifaceted and consists of accreditation procedures at both the national and international levels, compliance with recognised ISO standards such as ISO 9001, and structured internal support provided by the university's dedicated Quality Assurance units. Taken together, these instruments form a coherent and comprehensive framework that ensures quality assurance across different organisational levels and for various target groups. Accreditation procedures, which include on-site evaluations, are complemented by internal and external audits, thereby guaranteeing that both external benchmarks and internal processes are systematically addressed.

This approach is firmly embedded in the quality strategy of the university and aligned with the national standards and legal framework of Turkey, which ensures consistency with regulatory requirements. The internal quality system itself is regularly assessed during accreditation procedures and audits, where conditions, recommendations, and suggestions for improvement are formulated. These reviews not only contribute to compliance but also stimulate ongoing enhancement of the internal quality system. Importantly, the university maintains transparency by publishing comprehensive overviews of its quality assurance activities, which are made available to all relevant stakeholder groups, thus reinforcing accountability and inclusiveness.

A particular strength lies in the way follow-up activities are defined and implemented. Since the university is required to address conditions and recommendations in subsequent procedures, systematic follow-up ensures that quality assurance is not a one-off exercise but an integral part of a continuous improvement cycle. This cyclical approach reflects a mature quality culture in which external evaluation and internal reflection are mutually reinforcing.

In line with ESG Standard 1.10 (Cyclical external quality assurance), the university demonstrates a well-functioning and effective system. The processes for external review, the integration of legal and national frameworks, and the proactive use of feedback mechanisms underline a strong commitment to transparency, accountability, and ongoing enhancement. The expert panel therefore concludes that Doğuş University fully complies with this standard. While incremental optimisation may be possible through further integration of digital tools or advanced reporting mechanisms, there is currently no specific need for improvement with respect to this criterion.

10.3 Conclusion

The criterion is **fulfilled for all study programmes**.

IV   Recommendation to the ACQUIN Accreditation Commission

1   Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version

The study programmes **" Electrical-Electronics Engineering" (Language of instruction: Turkish)""Civil Engineering (Language of instruction: Turkish)""Software Engineering (Language of instruction: Turkish)""Economics (Language of instruction: Turkish and English)""Political Science (Language of instruction: Turkish)", "Management Information Systems (Language of instruction: Turkish)"** were assessed based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG).

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programs), 1.3 (Student-cantered learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programs) and 1.10 (Cyclical external quality assurance) are fulffiled.

The assessment criteria are as follows:

Standard 1.1 Policy for quality assurance: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

The criterion is **fulfilled.**

Standard 1.2 Design and approval of programmes: Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

The criterion is **fulfilled.**

Standard 1.3 Student-centred learning, teaching and assessment: Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

The criterion is **fulfilled.**

Standard 1.4 Student admission, progression, recognition and certification: Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

The criterion is **fulfilled.**

Standard 1.5 Teaching staff: Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

The criterion is **fulfilled.**

Standard 1.6 Learning resources and student support: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

The criterion is **fulfilled.**

Standard 1.7 Information management: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

The criterion is **fulfilled.**

Standard 1.8 Public information: Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

The criterion is **fulfilled.**

Standard 1.9 On-going monitoring and periodic review of programmes: Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

The criterion is **fulfilled.**

Standard 1.10 Cyclical external quality assurance: Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

The criterion is **fulfilled.**

2   Accreditation Recommendation

The peer-review experts recommend an unconditional accreditation with the following recommendations:

<u>General recommendations for all study programmes:</u>

1. Doğuş University should strengthen interdisciplinary teaching through cross-departmental collaboration and team-teaching, especially in transversal areas such as AI ethics and software in society.

2. Doğuş University should enhance the internal and external visibility of faculty achievements and research impact to support reputation building and recruitment.

3. Doğuş University should enhance the visibility of outcomes by systematically and regularly publishing how feedback from students and staff has been translated into concrete improvements, thereby strengthening transparency, stakeholder trust, and the culture of continuous quality enhancement.

4. Placing a greater emphasis on harmonising the national and English-language versions of the university's website, particularly the study degree information sections on departmental webpages is recommended, as these are often the first point of contact for prospective students whose first language is not Turkish.

<u>General recommendation for "Software Engineering" (B.Sc.), "Civil Engineering" (B.Sc.), "Electrical and Electronics Engineering" (B.Sc.)</u>

1. A preparatory course in Mathematics and Physics should be offered at the beginning of the first semester to ensure that all students enter their studies with a comparable level of foundational knowledge. This would help equalize competence levels across the cohort and facilitate a more coherent learning progression throughout the semester.

<u>Programme specific recommendations</u>

<u>"Electrical-Electronics Engineering" (B.Sc.)</u>

1. The representation of cross-sectional issues, particularly control systems, should be strengthened by offering an additional module in this field.

2. The specialization in power and energy should be expanded by introducing further elective and potentially compulsory courses, in order to achieve a more balanced curriculum and to meet student demand.

"Management Information Systems" (B.Sc.)

1. Doğuş University should reconsider and streamline programme goals, particularly those related to computer hardware and networking, as these are not adequately supported by the current curriculum.

2. Doğuş University should strengthen the area of IT Project Management by replacing one generic business course with a specialized IT Project Management course.

3. Doğuş University should expand the range of technology-oriented electives, especially in the field of data science and business intelligence.

"Political Science and Public Administration" (B.Sc.)

1. Doğuş University should organize the electives into distinctive tracks so that students find it easier to plan a study focus.

2. With an eye on digitalization, it should be useful to expand the catalogue of courses in the domain of E-government and governance. One could think of design thinking for public service innovation, algorithmic governance, and digital crisis management.

"Software Engineering" (B.Sc.)

1. Doğuş University should ensure the consistent use of the most recent editions of textbooks across all courses.

2. Doğuş University should Revise the sequencing of *Operating Systems* and *Computer Networks*, as *Operating Systems* should typically follow *Computer Architecture and Organization*.

3. Doğuş University should introduce a broader range of departmental electives at an earlier stage of the programme.

V   Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the expert group and the statement of the Higher Education Institution, the Accreditation Commission of ACQUIN decided on its meeting on the 25 September 2025:

General recommendations for all study programmes:

- Doğuş University should strengthen interdisciplinary teaching through cross-departmental collaboration and team-teaching, especially in transversal areas such as AI ethics and software in society.
- Doğuş University should enhance the internal and external visibility of faculty achievements and research impact to support reputation building and recruitment.
- Doğuş University should enhance the visibility of outcomes by systematically and regularly publishing how feedback from students and staff has been translated into concrete improvements, thereby strengthening transparency, stakeholder trust, and the culture of continuous quality enhancement.
- Placing a greater emphasis on harmonising the national and English-language versions of the university's website, particularly the study degree information sections on departmental webpages is recommended, as these are often the first point of contact for prospective students whose first language is not Turkish.

Economics (Language of instruction: Turkish, Bachelor of Science)

The study programme "Economics" (Language of instruction: Turkish, Bachelor of Science) is accredited without any conditions.

The accreditation is valid until 30 September 2031.

Economics (Language of instruction: English, Bachelor of Science)

The study programme "Economics" (Language of instruction: English, Bachelor of Science) is accredited without any conditions.

The accreditation is valid until 30 September 2031.

Political Science and Public Administration (Language of instruction: Turkish, Bachelor of Sci-ence)

The study programme "Political Science and Public Administration" (Language of instruction: Turkish, Bachelor of Science) is accredited without any conditions.

The accreditation is valid until 30 September 2031.

The following recommendations are given for the further development of the study programme:
- Doğuş University should organize the electives into distinctive tracks so that students find it easier to plan a study focus.
- With an eye on digitalization, it should be useful to expand the catalogue of courses in the domain of E-government and governance. One could think of design thinking for public service innovation, algorithmic governance, and digital crisis management.

Management Information Systems (Language of instruction: Turkish, Bachelor of Science)

The study programme "Management Information Systems" (Language of instruction: Turkish, Bachelor of Science) is accredited without any conditions.

The accreditation is valid until 30 September 2031.

The following recommendations are given for the further development of the study programme:
- Doğuş University should reconsider and streamline programme goals, particularly those related to computer hardware and networking, as these are not adequately supported by the current curriculum.
- Doğuş University should strengthen the area of IT Project Management by replacing one generic business course with a specialized IT Project Management course.
- Doğuş University should expand the range of technology-oriented electives, especially in the field of data science and business intelligence.

Electrical and Electronics Engineering (Language of instruction: Turkish, Bachelor of Science)

The study programme "Electrical and Electronics Engineering" (Language of instruction: Turkish, Bachelor of Science), is accredited without any conditions.

The accreditation is valid until 30 September 2031.

The following recommendations are given for the further development of the study programme:
- The representation of cross-sectional issues, particularly control systems, should be strengthened by offering an additional module in this field.
- The specialization in power and energy should be expanded by introducing further elective and potentially compulsory courses, in order to achieve a more balanced curriculum and to meet student demand.
- A preparatory course in Mathematics and Physics should be offered at the beginning of the first semester to ensure that all students enter their studies with a comparable level of foundational knowledge. This would help equalize competence levels across the cohort and facilitate a more coherent learning progression throughout the semester.

Civil Engineering (Language of instruction: Turkish, Bachelor of Science)

The study programme "Civil Engineering" (Language of instruction: Turkish, Bachelor of Science), is accredited without any conditions.

The accreditation is valid until 30 September 2031.

The following recommendations are given for the further development of the study programme:

- A preparatory course in Mathematics and Physics should be offered at the beginning of the first semester to ensure that all students enter their studies with a comparable level of foundational knowledge. This would help equalize competence levels across the cohort and facilitate a more coherent learning progression throughout the semester.

<u>Software Engineering (Language of instruction: Turkish, Bachelor of Science)</u>

The study programme "Software Engineering" (Language of instruction: Turkish, Bachelor of Science)   is accredited without any conditions.

The accreditation is valid until 30 September 2031.

The following recommendations are given for the further development of the study programme:

- Doğuş University should ensure the consistent use of the most recent editions of textbooks across all courses.
- Doğuş University should Revise the sequencing of Operating Systems and Computer Networks, as Operating Systems should typically follow Computer Architecture and Organization.
- Doğuş University should introduce a broader range of departmental electives at an earlier stage of the programme.
- A preparatory course in Mathematics and Physics should be offered at the beginning of the first semester to ensure that all students enter their studies with a comparable level of foundational knowledge. This would help equalize competence levels across the cohort and facilitate a more coherent learning progression throughout the semester.