

Decision of the FIBAA Accreditation and Certification Committee



6th Meeting on June 29, 2022

PROGRAMME ACCREDITATION

Project Number:	21/020
Higher Education Institution:	Ege University
Location:	Izmir, Turkey
Study Programme:	Bachelor programme Business Administration
Type of Accreditation:	Initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from April 2020, the study programme is accredited under conditions.

Period of Accreditation: June 29, 2022, until June 28, 2027.

Conditions:

- Condition 1: Ege University provides course descriptions that contain complete information recommended in the ECTS User's Guide 2015 (see chapter 3.2).
- Condition 2: Ege University requires in the regulation for final exams to use a transparent grading table showing the percentage of each grade with respect to the total passing grades awarded (see chapter 4.3 in the ECTS Users' Guide 2015) (see chapter 3.2).

Proof of meeting these conditions is to be submitted by March 28, 2023.

**The conditions are fulfilled.
The decision was made by the FIBAA Accreditation and Certification
Committee on June 21, 2023**

The FIBAA Quality Seal is awarded.



**FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution:

Ege University, Izmir, Turkey

Bachelor programme:

Business Administration

Qualification awarded on completion:

Bachelor in Business Administration

General information on the study programme

Brief description of the study programme:

The Bachelor programme Business Administration is a four-year programme with a workload of 240 ECTS credits. The programme's main objective is to graduate students with the following competencies: (1) talented and skilful with professional qualification in Business Administration subjects such as marketing, operation management, human resource, finance, accounting, operation management, management, and information systems to be successful in global competition; (2) to be able to use theory and practice together and to apply the conceptual knowledge in business life.

The programme has 52 courses including 10 elective courses. More than 50 % of the courses are conducted in English.

Type of study programme:

Bachelor programme

Projected study time and number of ECTS credits:

4 years, 240 ECTS credits

Mode of study:

Full-time

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

No

Scope (planned number of parallel classes) and enrolment capacity:

Once a year; capacity: 98

Programme cycle starts in:

Fall semester

Initial start of the programme:

1994 / 1995

Type of accreditation:

initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor programme Business Administration (Bachelor in Business Administration) was made between FIBAA and Ege University, Turkey, on July 26, 2021. On October 18, 2021, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Riitta Ahlholm

Fountain Park Oy, Helsinki, Finland
Management Consultancy
Partner

Annika Bittner

Georg-August-University Goettingen, Germany
M.Sc. in Economics
PhD Student

Asst. Prof. Dr. Cahit Ezel

Eastern Mediterranean University, Famagusta, North Cyprus
Assistant Professor in Tourism Management

Prof. Dr. Anna Goddeke

ESB Business School Reutlingen, Germany
Professor of Economics
(International Business Economics, Microeconomics)

Prof. Dr. Harald Meier

Hochschule Bonn-Rhein-Sieg, Bonn, Germany
Professor of International Management
(Business Administration, International and Intercultural Management)

Prof. Dr. Andreas Knorr

German University of Administrative Sciences Speyer, Germany
Professor of Economics
(Economic and Transport Policy)

FIBAA project manager:

Dr. Birger Hendriks

¹ The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on March 24 to 25, 2022 via the video conferencing tool *Zoom*. The same cluster included an appraisal of the Bachelor study programmes Economics (Bachelor in Economics) and International Relations (Bachelor in International Relations). At the end of the online conference, the panel has given brief feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on May 26, 2022. The statement on the report was received on June 3, 2022. It has been taken into account in the report at hand.

Summary

The Business Administration programme offered by Ege University, Turkey, fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 29, 2022, and finishing on June 28, 2027, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects²:

1. Modular structure of the study programme (lacking information in the syllabi); 2. Study and exam regulations (lacking grading information). They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1:** Ege University provides course descriptions that contain complete information recommended in the ECTS User's Guide 2015 (see chapter 3.2).
- **Condition 2:** Ege University requires in the regulation for final exams to use a transparent grading table showing the percentage of each grade with respect to the total passing grades awarded (see chapter 4.3 in the ECTS Users' Guide 2015) (see chapter 3.2).

Proof of meeting these conditions is to be submitted by March 28, 2023.

The panel members also identified several areas where the programme could be further developed:

- Publishing sufficient information on admission criteria for potential foreign applicants also in English (see chapter 2.6);
- As far as possible prolonging the internship so that students can gather practical experience more intensively (see chapter 3.1);
- Cross checking the real workload of the students that should be adequate to the requirements of the study programme (see chapter 3.2);
- Keeping the list of recommended reading for students up to date as far as it is mentioned in the syllabi (see chapter 3.3);
- Improving intercultural aspects in the relevant courses (see chapter 3.4);
- Intensifying the international orientation of the academic staff (see chapter 3.4);
- Widening the frame of information given in English (see chapter 5.3).

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are many criteria in which the programme exceeds the quality requirements:

- Examination and final thesis (see chapter 3.1);

² These aspects are asterisk criteria which means that they are essential for the study programme.

- Foreign language contents (see chapter 3.4);
- Skills for employment / Employability (See chapter 3.6);
- Student support by the faculty (see chapter 4.1);
- Process organisation and administrative support for students and faculty (see chapter 4.2);
- Cooperation with business enterprises and other organisations (see chapter 4.3);
- Access to literature (see chapter 4.4);
- Career counselling and placement service (see chapter 4.5);
- Alumni activities (see chapter 4.5).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

Information

Information on the Institution

Ege University in Izmir is one out of 112 public universities in Turkey. It was established with Medicine and Agriculture faculties in 1955 (according to Law No: 6595). The University's tasks include to offer study programmes, to do research and to initiate cultural and social activities in Turkey and the city of Izmir. In 1982, it was one of the largest universities in Turkey with 17 Faculties, nine Schools and seven Institutes when it was divided into two separate universities: Ege University and Dokuz Eylul University by a State decision. Currently, Ege University provides undergraduate and graduate programmes with 19 Faculties – one of them is the Faculty of Economics and Administrative Sciences (FEAS) -, nine Institutes, three schools, ten Vocational Training Schools and six Rectorate Units. The Business Administration programme belongs to the FEAS.

The FEAS started the undergraduate formal education in 1994/1995 Academic Year with three programmes: Economics, International Relations and Business Administration. A department has been set up for each of them. Until the 2000/2001 Academic Year, formal education was only conducted for the Daytime Education, without any fee. With the 2000/2001 Academic Year, formal education was also incorporated with Evening Education, with a tuition fee. Since 2021, while Economics and International Relations departments provide both daytime and evening education, the Business Administration department offers only daytime education. The duration of education for both daytime and evening education programmes is four years plus one year for an English preparatory class. The additional year depends on the students' ability to pass the Language Proficiency Exam. It starts and ends before the students begin their studies.

The Mission of Ege University is described as

- to meet regional, national and universal requirements in education and research;
- to raise individuals who are professionally and culturally equipped, open to change and who adopt scientific thinking as a way of life,
- to be a university that stood on its core values and offer knowledge for the benefit of society.

Being a University with an international perspective, the educational system of Ege University is based on the principle of creative teaching and participatory learning. This mission and the main motivation of education is backed by a Strategic Plan for 2019-2023. This plan developed in consultation with the different administrative units and the internal and external stakeholders, aims to establish and develop a comprehensive framework for both education standards and sustainability of corporate structure as well as ensuring research quality.

Ege University has the following academic structure:

Faculties	
Faculty of Economics and Administrative Sciences	Çeşme Faculty of Tourism
Faculty of Fine Arts, Design and Architecture	Faculty of Agriculture
Birgivi Faculty of Islamic Sciences	Faculty of Communication
Faculty of Law	Faculty of Dentistry
Faculty of Sport Sciences	Faculty of Education
Faculty of Literature	Faculty of Engineering
Faculty of Medicine	Faculty of Fisheries
Faculty of Nursing	Faculty of Health Sciences
Faculty of Science	Faculty of Pharmacy
	Ödemiş Faculty of Health Sciences
Institutes	
Graduate Faculty of Education Sciences	Graduate Faculty of Nuclear Sciences
Graduate Faculty of Natural and Applied Science	Graduate Faculty of Health Sciences
Graduate Faculty of Solar Energy	Graduate Faculty of Social Sciences
Graduate Faculty of Drug Addition, Toxicology and Drug Science	International Computer Graduate School
	Graduate Faculty of Turkish World Studies
Schools	
State Turkish Music Conservatory	School of Foreign Languages
School Fashion and Design	
Vocational Schools	
Aliaga Vocational Training School	Emel Akin Vocational Training School
Ataturk Medical Technology Vocational Training School	Aviation Higher Vocational School
Bayindir Vocational Training School	Ödemiş Vocational Training School
Bergama Vocational Training School	Tire-Kutsan Vocational Training School
Urla-Maritime Vocational Training School	Ege Vocational Training School
Rectorate Units	
Department of the Principles of Ataturk and Turkish Revolution History	Department of Informatics
Department of Physical Education	Department of Fine Arts
Department of Innovation and Entrepreneurship	Department of Turkish Language

Further development of the programme, statistical data and evaluation results

In addition to the regular changes in courses, two important improvements were made related to design of the education plans and new courses were added to the programme. First, as a result of the decision from the Presidency of the Turkish Republic a “Career Planning” course is added the curriculum for the first-grade students. Secondly, with the request of the Ege Senate university-wide elective courses are added for two semesters. The Career Planning course aims to give guidance to students to have professional competencies throughout their career path. University-wide elective courses can enable students to acquire an interdisciplinary perspective.

Ege University has been accredited by the internationally recognized Turkish Higher Education Quality Board (YOKAK) on June 26, 2021.

Statistical development of the study programme Business Administration:

Study Programmes: Business Administration							
		5. Cohort (2015)	6. Cohort (2016)	7. Cohort (2017)	8. Cohort (2018)	9. Cohort (2019)	10. Cohort (2020)
Study Places of HEI		98	99	99	99	108	108
Applicants	∑	NA	NA	NA	2530	2329	2285
	f	NA	NA	NA	NA	NA	NA
	m	NA	NA	NA	NA	NA	NA
Application rate		NA	NA	NA	2555,56%	2156,48%	2115,74%
First-Year Students (accepted applicants)	∑	92	92	88	102	93	125
	f	48	48	41	55	42	61
	m	44	44	47	47	51	64
Rate female students		52%	52%	47%	54%	45%	49%
Foreign Students	∑	5	3	1	0	2	6
	f	3	2	1	0	0	1
	m	2	1	0	0	2	5
Rate foreign students		5%	3%	1%	0%	2%	5%
Percentage of occupied study places		93,88%	92,93%	88,89%	103,03%	86,11%	115,74%
Graduates	∑	NA	NA	NA	NA	NA	NA
	f	NA	NA	NA	NA	NA	NA
	m	NA	NA	NA	NA	NA	NA

Success rate (students who finished their studies) (in 7 years)		NA	NA	NA	NA	NA	NA
Dropout rate (students who dropped their studies) (in 7 years)		NA	NA	NA	NA	NA	NA
Average duration of study (year)		NA	NA	NA	NA	NA	NA
Average grade of final degree (over 4.00)		NA	NA	NA	NA	NA	NA

Based on the Turkish Law on Higher Education students can finish their four-year undergraduate study programme within seven years. For the last decade Ege University indicates the dropout rates as about 10 % and the success rates as 90 %, both on average.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The Business Administration programme's main objective is to graduate students with the following competencies:

- Talented and skilful with professional qualification in Business Administration subjects such as marketing, operation management, human resource, finance, accounting, operation management, management information systems to be successful in global competition,
- To be able to use theory and practice together and to apply the conceptual knowledge in business life.
- To enable graduates to be successful in teamwork.

Students are preparing group projects and presenting these projects as a team or individually in the scope of several courses (e.g. Marketing Communications, Global Marketing, Strategic Brand Management) so that communications skills are aimed to be improved in accordance with the programme outcomes.

- To have responsibility for business ethics.

The programme aims to ensure that graduates and students have ethical values in business practices and take responsibility individually and as a group member to solve complex problems encountered in practice.

- To graduate students as innovative and creative individuals.

The students and graduates shall be able to evaluate the changes in the theories of business strategies, to interpret the changing trends in the world, to implement innovation and innovative working principles are among the other objectives of the department. The contents of the respective courses are updated annually depending on the course evaluation forms.

- To graduate individuals who are compatible with the technological world.

It is also among the objectives of the business department that students and graduates have professional competencies to achieve their goals and are equipped with adequacy in terms of information and communication technologies that will help them to gain competence in the field.

Each course in Department of Business Administration Undergraduate Programme is designed in line with the Level 6 (First cycle) in the Turkish Qualifications Framework for

Higher Education and developed with reference to the QF for European Higher Education Area and the EQF for lifelong learning. The key learning outcomes are available online and include being able

- to use theoretical knowledge in the basic fields of business administration,
- to develop solution proposals to regional and global subjects/problems based on scientific research,
- to evaluate changes in theories of business strategies,
- to interpret the changing trends in the world,
- to have professional competence,
- to perform goals besides the social, scientific and ethical values in application phases of field,
- to put innovation and innovative working principles into practice,
- to take the responsibility both as an individual and a group member to solve the unexpected and complex problems confronted in practice
- to inform experts and non-experts about the subjects of business administration
- to be well-equipped in information and communication technologies to gain competence in the relevant study field.

Based on the Turkish Qualification Framework, these key learning outcomes are connected to Key Programme Learning Outcomes - which are Knowledge, Skills, Learning Competence, Competence to Work Independently and Take Responsibility, Communication and Social Competence and Field Specific Competence. This connection has to be carried out in the curriculum.³

Appraisal:

The panel welcomes that the qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student’s personality.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1*	Objectives of the study programme (Asterisk Criterion)			X		

³ See below chapter 3.1 and 3.2.

1.2 International orientation of the study programme design (Asterisk Criterion)

During the process of determining the programme outcomes and course contents, comparative evaluations are made with the partner universities within the scope of the Erasmus+ programme since it is aimed to develop the competence and skills of students and faculty members in the international area. Within the framework of this goal, directing students and faculty members to universities determined by bilateral agreements within the scope of Erasmus+ programme is among the priorities of Ege University Business Administration department.

Courses with international orientation such as Global Marketing, International Financial Reporting and Accounting, International Markets, Organizations and Gender Inequality and International Trade are designed to promote the effectiveness of the curriculum. The presence of such internationally-oriented courses aim to positively affect the international employability of students.

Graduates who are working abroad are staying connected with the department and coming together with the faculty members via various online gatherings. The social media announcement of the gathering and the relevant photos are presented.

Appraisal:

The panel acknowledges that to a certain extent the study programme implies international orientation. It perceives that the programme's design appropriately takes into account international aspects, with respect, too, to its graduates' employability. However, the panel members do think that the University should intensify the international orientation by including even more international content.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		

1.3 Positioning of the study programme

Applicants must pass a nationwide selection examination held by the governmental Student Selection and Placement Center. Based on this they can apply for studying the different universities, among them Ege University. Since Izmir is a regional centre in the western part of Turkey, it is considered as an attractive city for students coming from neighbouring provinces, and students may prefer to study in Izmir for this reason. In the Business Administration programme about 75 % of new students come from different cities of Turkey, predominantly from the Aegean region, whereas 25 % of them are located in Izmir. As the statistics above show each year more than 2,200 students apply for the Business Administration Bachelor programme for 95 available study places.

Therefore, the Business Administration department addresses applicants with higher entrance exam scores than the average and who mostly live in Aegean Region of Turkey.

Graduates of Ege University Faculty of Economics and Administrative Sciences Department of Business Administration have employment opportunities in public institutions and private companies following their graduation.

For the public sector they have to pass a Personnel Selection Examination (KPSS) which is centrally conducted in Turkey. These examinations vary according to the department from which the candidates graduated and the positions they will be assigned to. In this context and according to Ege University, Business Administration graduates have good chances to be successful.

As for the private sector graduates can work in financial institutions such as banks, independent audit companies and insurance companies in line with the competencies they have acquired as a result of their training. Also, they can find the opportunity to work in areas such as accountancy and financial advisory after obtaining their expertise certificates.

According to the data collected by Presidential Human Resource Office and allocated to the universities during the last years⁴, 21 % of the Business Administration graduates work in the retailing sector, 16 % in production, 10 % professional and technical jobs, 12 % administrative positions while 38 % is occupied in other areas. According to this data almost 13 % of the graduates find their first job before graduation, 46 % of them find a job within six months after graduation. These numbers are above the average of Business Administration graduates all over Turkey (9 % and 43 % on average).

Moreover, the department pursues the relevant information from the alumni and collects data from them regularly. Most graduates are currently working in foreign partner private sector companies and the public sector. Moreover, they give feedback on the importance of soft skills, language skills and practical courses and activities.

According to the SER⁵, the department of Business Administration is positioned as one of the most important components of the Ege University due to its contribution to the development of the research rate, constant updates and tracking of educational activities. This aims to keep up with national and international standards. This is in line with the objectives announced within the 2019-2023 Strategic Plan of the University.

Appraisal:

The ratio between applicants and available study places of 24 to 1 or even more makes clear that the programme is attractive for many applicants and is competitive on the relevant education market.

⁴ See SER p. 10.

⁵ See p. 12.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

The study programme is convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

2. Admission

To be admitted to the business administration department, students must take the university entrance exam organized throughout the country by the Student Selection and Placement Centre (OSYM). This is required by Art. 45 of the Turkish Law on Higher Education. Students attend a related session according to their study field, which is settled during their secondary education (high school in Turkish Education System). These study fields are listed as Equally Weighted Fields (equal importance of natural and social sciences (EA), natural sciences weighted (SAY), social sciences weighted (SÖZ) and language (DIL)). After sitting this exam, they are ranked according to their exam scores and the grade point average of the school they graduated from and placed in line with their preferences. The principles of placement are officially announced on the page of the YOK⁶ which is a central higher education authority in Turkey.

Following the candidate choices made after the higher education institutions exam organized by the SSPC (OSYM) every year across the country, the candidates who choose the department are ranked from the highest to the lowest score. The candidate placed with the highest score determines the ceiling score, whereas the candidate placed with the lowest score determines the base score. The first ninety-five candidates who choose Ege University and the Business Administration programme in score ranking will be admitted as students of the department.

Prospective students can access information about academic, social and cultural opportunities offered by Ege University, faculties and vocational high schools, and opinions of academicians, students, and graduates via the University website or the website EgeTercih which is specifically prepared for prospective students by Ege University. It provides information for prospective students about scholarships, education, research activities, library facilities, laboratory infrastructure, career services, accommodation, nutrition, campus life, social, cultural, and sportive activities.

In addition, on this website students can access the description of the department including the information regarding academic staff and the curriculum, and the highest and lowest scores for the last placement. Also, the department offers periodic face-to-face information to prospective students about programme descriptions. Every year before the official selection, University Promotion Fairs are held on the University campus in order to present the departments to potential students. This activity is open to all high school students and their parents. Under pandemic conditions, in an analogous way an online fair was organised for prospective students. In addition, international collaborations, student exchange programmes, scholarship opportunities and details of campus life are shared with prospective students.

The website YOKATLAS, prepared by the Turkish Higher Education Institutions, is another reliable and publicly accessible online source for future students. It aims to enable prospective students to make more conscious choices while choosing their university and profession, since it includes various comparative information of about all the programmes in Turkey.

⁶ Government Council of Higher Education

The information materials are available in the Turkish language only. For international students, there are offered official Turkish Guidelines about the entrance examination:⁷

Since more than 50 % of the courses in the Business Administration department are given in English, it is compulsory for students registered to take part in a preparatory language training in English for max. one year. The University's school of foreign languages gives this preparatory training. The majority of the students take this preparatory class. At the end of it they need to pass a comprehensive exam in order to assess their foreign language level. If not, then preparatory education needs to be repeated. Those students who present a foreign language proficiency certificate recognized by the University and YOK such as IELTS 5.5 or Cambridge FCE or who are entitled to take the preparatory exam and pass it are not obliged to take this preparatory education.

Moreover, "Academic English" courses are given in the first year of the curriculum so that students can learn a subject oriented English. To make it more intense, in the first semester students take "Academic English I" which includes intermediate-level Business English, and during the second year students take "Academic English II" in which the students are taught academic writing skills. On the other hand, students can make constant progress with their English language skills with the help of most lectures being held in English.

Every year, YOK releases a booklet that includes university base scores and quotas to guide the prospective students. The Student Selection and Placement Center (OSYM) publishes a guide for any relevant information to candidates and other interested parties. Moreover, it clarifies the application procedure to the entry exam online.

The prospective students' details are transferred to the related units (such as Student Affairs Office) and students must prove their ID and present other relevant documents announced in university web page in registration. So, the department does not take part in newcomers' selection and registration as the entire process is regulated and controlled by OSYM.

Since OSYM is responsible for all selection and placement procedures, all announcements and explanations related to these procedures are made by the same institution. Also, there is a foreign students' exam for candidates from other countries. If they pass they can get access to the University and to the study programme.

Appraisal:

As the admission procedure is regulated and conducted by the state, the University can only select the generally admitted applicants. Insofar the admission requirements are defined and comprehensible. The national requirements are presented and taken into account.

Within the frame of the national regulations the University has installed digital information tools as well as possibilities for face-to-face information and advice to applicants. They can directly turn to a student counselling service, for clarification of specific questions, of personal

⁷ https://yos.ege.edu.tr/wp-content/uploads/2022/02/EGEYOS_2022_EN_20.02.2022.pdf

aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided within defined office hours, by telephone and via e-mail.

As the digital information tools are available in Turkish only the panel **recommends** the University publishing sufficient information on admission criteria for potential foreign applicants also in English.

A selection procedure does not take place because the University has to admit quasi automatically 95 applicants who choose Ege University based on their scores.

The admission requirements (required language proficiency level, required result in a concrete language test or preparatory language courses) ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)					X
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

3. Contents, structure and didactical concept of the programme

3.1 Contents

The Bachelor programme has a duration of four years excluding the English Preparatory Class. It has been designed to provide the fundamentals of contemporary business administration. The University describes the programme's purpose as to equip students with a flexible mentality and capabilities to the increasing global competition⁸. The programme aims to provide information in the fields of numerical methods in addition to courses related to business administration and social sciences. It provides the opportunity to specialize minor fields in Production Management and Marketing, Accounting and Finance, Management and Organization.

The curriculum has been developed based⁹ on the above-mentioned programme objectives and the key learning outcomes¹⁰. Each course of the curriculum is presented with weekly contents, learning outcomes, and required workload.

Curriculum of the Business Administration Programme:

Course Code	Title of Course	Credit Points per Semester	Workload	
			Hours in Class	Hours Self Study
Semester 1				
1302001432014	SOCIOLOGY /COMPULSORY	5	56	94
1302001452014	BUSINESS /COMPULSORY	5	56	94
1302001012006	TURKISH LANGUAGE I /COMPULSORY	2	30	30
1302001022006	PRINCIPLES OF ATATURK AND RECENT TURKISH HISTORY I /COMPULSORY	2	30	30
1302001071994	MATHEMATICS-I /COMPULSORY	5	56	94
1302001292002	INTRODUCTION TO MICROECONOMICS /COMPULSORY	6	95	85
1302001472018	ACADEMIC ENGLISH I (U.Ö.) /COMPULSORY	3	38	52
	CAREER PLANNING (U.Ö.) /COMPULSORY	2	16	44

⁸ Ege University / Information Package website

⁹ See chapter 1.1

¹⁰ See chapter 1.3

TOTAL		30	377	523
Semester 2				
1302000922006	TURKISH LANGUAGE II /COMPULSORY	2	30	30
1302000942006	PRINCIPLES OF ATATURK AND RECENT TURKISH HISTORY II /COMPULSORY	2	30	30
1302001092003	MATHEMATICS-II /COMPULSORY	5	56	94
1302001302002	INTRODUCTION TO MACROECONOMICS /COMPULSORY	5	56	94
1302001362010	PRINCIPLES OF MANAGEMENT /COMPULSORY	5	56	94
1302001392002	FUNDAMENTAL PRINCIPLES OF LAW (U.Ö.) /COMPULSORY	5	56	94
1302001482018	ACADEMIC ENGLISH II (U.Ö.) /COMPULSORY	3	38	52
1302001332002	COMPUTER (U.Ö.) /COMPULSORY	3	38	52
TOTAL		30	360	540
Semester 3				
1302002452014	OPERATIONS MANAGEMENT I /COMPULSORY	6	94	86
11320201E11241	ORGANIZATIONAL BEHAVIOR /COMPULSORY	6	120	60
1302002022017	STATISTICS -I /COMPULSORY	6	94	86
1302002212003	ACCOUNTING I /COMPULSORY	6	94	86
1302002472018	MARKETING MANAGEMENT I /COMPULSORY	6	94	86
TOTAL		30	496	404
Semester 4				
11320201E11644	OPERATIONS MANAGEMENT II /COMPULSORY	6	94	86
11320201T11240	COMMERCIAL LAW /COMPULSORY	6	126	54
1302002082017	STATISTICS -II /COMPULSORY	6	94	86
1302002222003	ACCOUNTING II /COMPULSORY	6	94	86

1302002482018	MARKETING MANAGEMENT II /COMPULSORY	6	94	86
TOTAL		30	502	398
Semester 5				
11320201E11675	OPERATIONS RESEARCH I /COMPULSORY	5	56	94
11320201E11677	FINANCIAL MANAGEMENT I /COMPULSORY	5	56	94
11320201E11681	CONSUMER BEHAVIOR /COMPULSORY	5	56	94
1302006932017	RESEARCH METHODS /COMPULSORY	4	25	95
11320201T11679	BUSINESS LAW (U.Ö.) /COMPULSORY	3	38	52
	ELECTIVE (U.Ö.)	5	56	94
	ELECTIVE (U.Ö.)	3	38	52
TOTAL		30	325	575
Semester 6				
11320201E11644	SALES MANAGEMENT /COMPULSORY	4	50	70
11320201E11646	FINANCIAL MANAGEMENT II /COMPULSORY	5	56	94
11320201E11646	ORGANIZATIONAL THEORY /COMPULSORY	4	50	70
11320201E11648	COMPUTER-AIDED PRODUCTION MANAGEMENT /COMPULSORY	4	50	70
11320201E11650	COST ACCOUNTING	5	56	94
1302003022004	ELECTIVE (U.Ö.) /COMPULSORY	5	56	94
	ELECTIVE (U.Ö.) /COMPULSORY	3	38	52
TOTAL		30	356	544
Semester 7				

1302005612016	GLOBAL MARKETING /COMPULSORY	5	56	94
11320201E11563	SYSTEM ANALYSIS AND DESIGN /COMPULSORY	5	56	94

11320201E11565	FINANCIAL STATEMENT ANALYSIS /COMPULSORY	5	56	94
1302004972005	DEPARTMENTAL ELECTIVE COURSES (U.Ö.)	5	56	94
İŞL.BÖLÜM.SÇ.7	DEPARTMENTAL ELECTIVE COURSES (U.Ö.)	5	56	94
İŞL.BÖLÜM.SÇ.7	DEPARTMENTAL ELECTIVE COURSES (U.Ö.)	5	56	94
TOTAL		30	336	564
Semester 8				
11320201E11540	MANAGEMENT INFORMATION SYSTEMS /COMPULSORY	5	56	94
11320201E11542	STRATEGIC MANAGEMENT AND BUSINESS POLICY /COMPULSORY	5	56	94
1302008902017	CAPITAL MARKETS ANALYSIS /COMPULSORY	5	56	94
İŞL.BÖLÜM.SÇ.8	DEPARTMENTAL ELECTIVE COURSES (U.Ö.)	5	56	94
İŞL.BÖLÜM.SÇ.8	DEPARTMENTAL ELECTIVE COURSES (U.Ö.)	5	56	94
İŞL.BÖLÜM.SÇ.8	DEPARTMENTAL ELECTIVE COURSES (U.Ö.)	5	56	94
TOTAL		30	336	564

Changing on a yearly basis the curriculum involves elective courses offered by the department for the 5th, 6th, 7th, and 8th semesters that students can select from. Additionally, at 5th and 6th semesters the students can choose elective courses offered by other faculties and departments. For example, in 2021-2022 the University offered as elective courses for students in their third / fourth year of study the following courses:

Business Administration Elective Courses (3rd and 4th year students) for 2021/22

Course	for ... year students
Auditing	3/4
Current Issues in Marketing	3/4
Technology and Industrial Dynamics	3/4
University Elective Course	3
Innovation Management	3/4
Strategic Brand Management	3/4
E-Marketing	3/4
Applied Foreign Trade and Logistics	3/4
Marketing Strategy	4
New Operations Systems	4

Retailing II	4
Internship	3/4

4th year students should select six elective courses, 3rd year students should choose four elective courses.

The Business Administration field relates to various areas such as operations and production, marketing, finance, accounting, information systems and logistics. Those areas are relevant for business administration at both organisational and individual level. Organisational theories, sociology and human resources are among the key research clusters for the discipline and are covered in the curriculum.

The degree “Bachelor of Business Administration” directly refers to name and content of the study programme.

The curriculum involves courses that further explain theoretical aspects in Business Administration using examples, where students are occasionally asked to exercise and practice. This approach is followed in multiple courses throughout the curriculum such as: In the elective course “E-Business and Enterprise Resource Planning”, students learn several vital topics in operations/production management, including materials requirements planning and enterprise resource planning. The concepts and theoretical foundations of the topics are presented in lectures. Moreover, the students can exercise on practical problems by simulating a business on an ERP software suite. In particular, students are granted access to a virtual company, and they perform particular tasks such as defining stocks, managing parts, planning the entire production. A total of 30 hours is required for practice for this course.

The compulsory courses such as “Operations Management I”, “Operations Management II” and “Computer-Aided Production Management” follow a systematic and progressive path by presenting the theoretical concepts and foundations and introducing problems for practice. The students integrate their knowledge obtained in the Operations Management courses, with the practical skills developed in “Computer-Aided Production Management”. After successfully taking those three courses in consecutive semesters, the students can develop an understanding of production and logistics topics both theoretically and practically and improve their problem-solving skills with the use of software.

Students are encouraged to use voluntary internships which normally last around one month and are done in vacation. Interns obtain opportunities to contact professionals, to identify industry-specific problems and solutions, and to familiarize with perspectives from other disciplines. There is an Internship Commission in the Faculty that provides guidance for students who choose to apply for an internship. During the online conference students expressed the wish to prolong the internship because one month would be too short.

The department consist of divisions representing various related disciplines of the Business Administration such as Logistics Management, Accounting and Finance Quantitative Methods, the Commercial Law, International Management, Operations Management and

Marketing, Management and Organization. The courses are contributed by each division which enables the curriculum to cover various aspects of Business Administration.

Several courses in the catalogue host interdisciplinary topics:

- Computer-Aided Production Management course in 5th semester relates to both Operations/Production Management and Management Information Systems in Business Administration Discipline.
- Operations Research I and Operations Management II courses in 3rd and 4th semesters are relevant to Operations/Production Management, but also cover integral, linear and nonlinear programming techniques, simulation models, assignment problems, which strongly relate to Industrial Engineering topics. Moreover, topics such as Network Models, Minimal Spanning Tree and Linear Programming also intersect with Computer Science.
- Consumer Behaviour course in the 5th semester relates to an interdisciplinary field in marketing that hosts approaches originating from psychology, sociology, and anthropology. This course is compulsory.

As far as ethics is concerned, the key outcomes of the programme emphasize the importance of ethics such as the fourth programme outcome: to have social, scientific and ethical values in application phases of the field.

The concept of ethics is communicated to all students in the content of some courses. For example, all students take the compulsory course Business in their first semester. Ethics and Social Responsibility is a topic covered in third and fourth weeks. In Academic English II, students are informed about the rules to follow when preparing essays for homework. Here they are guided with suggestions and warned against plagiarism. The Research Methods course is also relevant to ethics: The course plan involves a discussion on the relevance and importance of the ethics concept in scientific research. Ege University can access Turnitin and iThenticate, which provide Internet-based plagiarism detection services.

Ethical issues regarding scientific research and publications in HEI's were regulated by the YOK¹¹ in Turkey. All students are obliged to follow the principles defined in "Higher Education Institutions Student Discipline Regulation".

The programme aims to provide a research perspective and emphasizes the methodological competences for research and offers courses that provide relevant learning outcomes. It includes the compulsory Research Methods course at the 5th semester, which aims to equip students with quantitative methods for research. The learning outcomes of the course involve developing competencies in evaluation of research needs, and identification of research problems and hypothesis developments. Moreover, the course covers data collection and analysis based on hypothetical-deductive methods. Data analysis is a key component in methodological competencies in this regard.

The curriculum also contains the compulsory Consumer Behaviour course where students conduct market research using both qualitative and quantitative techniques. The compulsory courses: Statistics I and Statistics II also present the foundations to perform data analyses,

¹¹ YOK stands for Council of Higher Education

conduct hypothesis tests, and develop solutions using statistical techniques such as regression and correlation analysis.

Students are required to take a mid-term examination and/or complete other assigned projects/homework during the semester and, additionally, are required to take a final examination and/or complete a final project for course evaluation. This includes a variety of oral and written test formats such as essays and multiple-choice questions. It also requires solving scientific questions and problems.

The midterm examinations take place in the 8th week of the semester. Dates of midterm examinations are announced by the department in the first month of the semester. In addition to midterm examinations and other work, students are required to take a final examination. Forty percent of the midterm grade and sixty percent of the final exam grade add up to the overall passing grade. Students must attend classes, practices and examinations which is followed by the Instructor of the course. The study programme does not require a final thesis. As all students have an Academic Supervisor they can get individual advice how to prepare for the exams.

Appraisal:

The curriculum adequately reflects the qualification objectives of the study programme. The panel welcomes that Ege University defined learning outcomes for the study programme and that the contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The list of elective courses out of which students can choose adequate courses for their respective semester (compulsory electives) enable them to acquire additional competences and skills.

The panel is convinced that degree and programme name correspond to the contents of the curriculum and the programme objectives.

Theoretical questions are, where possible, explained by means of practical examples. The panel noticed that the students can also train themselves by digitally simulating a business with a special software. The panel recommends the University as far as possible prolonging the internship so that students can gather practical experience more intensively.

There is evidence that the programme qualifies for interdisciplinary thinking. Students become acquainted with diverse areas and subjects which qualifies and prepares them for an occupation requiring trans- or interdisciplinary knowledge such as in computer aided production management, aspects of psychology, sociology or anthropology.

Already during their first semesters students' questions of ethics and social responsibility are appropriately communicated.

In some courses of the programme students can directly acquire methodological competences and are enabled to do scientific work on the required level.

The panel notes that students have to pass semester related exams only. Forty percent of the midterm grade and sixty percent of the final exam grade add up to the overall passing grade. The curriculum does not include a final thesis at the end of the programme. Against this background the panel is convinced that all exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

The concrete test items are particularly suitable for ascertaining the defined learning outcomes. They also examine the students' ability to deeply reflect on scientific problems and to apply scientific methods. Students are given feedback which is linked to advice on the learning process.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)			X		
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)		X			

3.2 Structure

Projected study time	4 years
Number of Credit Points (CP)	240 ECTS credits
Workload per CP	30 hours per ECTS credit
Number of modules/courses	52 courses
Time required for processing the final thesis and awarded CP	A final thesis is not required.
Number of contact hours	3,088 hours

Based on Art. 44 of the “Higher Education Law of Turkey” and of the “Ege University Education and Training Regulation” the Bachelor programme lasts four years and has to be finished by the student within max. seven years. The academic year consists of two semesters (spring and fall). Each semester lasts 16 weeks, including mid-term and end of semester exams. The programme consists of 52 courses out of which 42 are compulsory and ten are elective courses. Students collect ECTS credits for every compulsory and elective course according to its workload and have to take at least 30 ECTS credits (5 – 7 courses) per semester. This also

includes the voluntary internship (3 credits). According to the regulations, the Faculties prepare and present their internship principles for approval in the Senate. The Faculty Internship Commission provides guidance for students who choose to apply for an internship.

As a general issue least one year before the annual education year starts, the University declares the academic calendar¹². After the first week of the academic term students can change their course if they would like to. So this defined week depends on the academic calendar.

In the first and the second year of study, the programme only comprises core/mandatory courses that are dedicated to different segments of management but also cover key business topics. After completing the essential courses for the first four semesters, students can take elective courses according to the fields they want to specialise. Successfully completing all courses of the programme (equivalent to a total of 240 ECTS credits) and having a grade point average of at least 2.00 out of 4.00 are the qualification requirements for graduation. As already mentioned, students do not pass a final exam at the end of the study programme.

Ege University has the directive called “Measurement and Evaluation Principles” which regulates the principles regarding the education and examinations conducted in faculties, colleges and vocational schools affiliated to Ege University. In particular, the directive covers mid-term and final exams (taken at the end of the semester or year) and includes conditions for make-up exams and the situation of students in need. But especially information on success rates based on the ECTS User’s Guide (2015) is lacking.

In addition to the regulations above, principles for assessment and evaluation during pandemic were issued by the Council of Higher Education and followed by the universities in Turkey. In this document, online procedures were described along with precautions that help to prevent problems while ensuring the continuity in education.

Based on a state regulation the University has binding regulations for the recognition of prior learning as well of degrees and parts of studies, which have been completed by a Ege Directive for Exchange programmes. The regulations are in accordance with the European Lisbon Recognition Convention.

The study time is projected in the “Workload” section in the curriculum. The activities that involve reading, Internet-research, practice, homework preparation, and individual studies for exams are calculated in accordance with the assessment methods and criteria. The total duration of the tasks is aligned to match the credits. The study time involves attending the lectures, project preparations and preparations for the midterm and final exams.

All courses are described in syllabi that contain inter alia information about course content, number of credits, learning outcomes and acquired skills, recommended literature and the types of assessment. However, different from the curriculum in the syllabi several details are lacking such as methods of assessment and precise descriptions of teaching and learning methods. Ege is using a national grading table with reference to ECTS grades but without a statistical distribution table of the passing grades awarded in the programme¹³.

¹² official English site: https://ege.edu.tr/eng-57/academic_calendar.html

¹³ See chapter 4.3 of the ECTS Users’ Guide, 2015.

Exit Surveys are filled in voluntarily by fourth year students at the end of their last semester, where they are asked how much they study for their courses during their undergraduate degree. The answers show that 40 % of the students study 1-10 hours per week and 40 % of them study 10-20 hours per week to successfully complete the programme requirements.

The cohort analysis of the students gives clues about the feasibility of the study programme. According to this analysis the majority of the students take the one-year English Language preparatory class causing an average duration of study of around five years. Since the students who started their education after 2016 cannot complete their study in 2021 due to the duration of the study, the data before 2016 suggested that roughly 80 % of the students finish the programme successfully.

In addition, students who cannot attend the exam periods due to the following reasons are admitted to a make-up exam:

- Students with a medical report,
- Students who have recently lost their relatives,
- Students affected by natural disasters,
- Students assigned to represent Turkey or/and the University in social, cultural and sports activities.

Students who benefit from those rights take the make-up exams within three weeks after the midterm and final exams.

The departments offer a summer school which is an optional paid education period of 7-8 weeks for students who want to retake weak courses, who fail their courses during the year, or for students who want to take forthcoming courses in advance to graduate early.

Statistical data on the student gender structure of the previous years show that on average half of the students enrolled in the programme are female.

The University has a Barrier-Free Ege Unit that was founded in 2008 with the goal of identifying and eliminating hurdles that disabled students confront during their higher education careers, as well as creating an "accessible campus". Therefore, disabled students at the University have a barrier-free access to all relevant buildings and rooms. The three-floor Faculty building has an elevator that is followed by a ramp for the use of disabled individuals.

For visually disabled students, there is a unit inside the Ege University Library titled "Disability-Free Library" where these students could log in and ask for support in terms of reading materials. This system provides their life-long assistance on reading materials. When a visually disabled student needs a reading material to be converted to OCR, he or she can log in to the system and make a request for the material to be converted to audio book format or OCR readable format. When the process is completed, the students could download this material from the system. For the examination process of visually disabled students, upon their request, the exams are mostly conducted on their computer with braille. For students in wheelchairs, the physical facilitations of the building are provided by the administration. In addition, the design of the classrooms is changed for the wheelchair to fit.

There is a specific unit called "Ege University Gender Equality Support And Sexual Harassment Prevention Committee" affiliated to Ege University Rectorate that serves gender equality. The purpose of this institution is to investigate abuses against women within the University and to conduct disciplinary regulations when necessary.

Appraisal:

The panel welcomes the structure of the Bachelor programme. It supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns Credit-Points (CP) per course on the basis of the necessary student workload. Practical components are designed and integrated in such a way that CP can be acquired. This includes the possibility of an internship in terms of an elective course.

The panel notes that the University generally provides students with syllabi for each course so that they can get information about course requirements. However, these course descriptions are incomplete with regard to the information recommended in the ECTS User's Guide 2015 ("Course Catalogue", p. 57). Information about teaching and learning methods as well as assessment methods is lacking. Therefore, the panel recommends the following **condition**:

- Ege University provides course descriptions that contain complete information recommended in the ECTS User's Guide 2015.

The panel welcomes that Ege University has legally binding study and exam regulations which contain necessary rules and procedures and take into account national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work – insofar intended – is also clearly defined. Also, the panel notes that successfully completing all courses of the programme (equivalent to a total of 240 ECTS) and having a grade point average of at least 2.00 out of 4.00 are the qualification requirements for graduation without a final exam with thesis.

However, the grade point average consisting of mid-term and final exams results that are replacing the examination at the end of the study programme does not show how the grading scale is actually used in the study programme, supplied with either a relative grade or an ECTS grading table. This would be important for transparency and mobility of students. The ECTS Users' Guide 2015 requires that grade distribution tables have to be developed in a standardised format (see chapter 4.3 in the ECTS Users' Guide 2015). Therefore, the panel recommends the following **condition**:

- Ege University requires in the regulation for final exams to use a transparent grading table showing the percentage of each grade with respect to the total passing grades awarded (see chapter 4.3 in the ECTS Users' Guide 2015).

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate. Apart from this, the panel is surprised to learn from Ege University that 40 % of the students work between 1 and 10 hours per week for their studies and another 40 % work between 10 and 20 hours per week. These figures do not show a plausible calculation of the workload. Therefore, the panel recommends Ege University cross checking the real workload of the students that should be adequate to the requirements of the study programme.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents and foreign students, are particularly assisted.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)				Condition	
3.2.2*	Study and exam regulations (Asterisk Criterion)				Condition	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		

3.3 Didactical concept

As the panel learned during the online conference teachers use a variety of teaching methods: frontal lectures, work in smaller groups, independent work, e-learning, interview/discussion/debate, working with texts, case studies, role-plays, field work and others¹⁴. Ege University requires teaching methods to be in line with the objectives and competences of the specific course. Assignments may include group work with literature review and field research.

Teachers explain content, mode of work and assignments at the beginning of the course in class. Students are given a detailed description of the course, learning methods and assignments in the e-classroom. Short descriptions are published on the website and in the annual Student Guide which is revised yearly.

The teaching is oriented at student-centred learning. Students are encouraged to take an active role in the learning process; for instance, in some courses they make presentations that they

¹⁴ However, this information is lacking in the syllabi, see above chapter 3.2.

choose among topics in the course syllabus (updated each year based on the developments in the business field) and prepare a report on that topic.

With the pandemic in 2020, an online platform named EgeDers was introduced. It is based on Moodle. All course materials are uploaded to this platform. Students have access to these materials anytime. They can also upload their homework. Moreover, the platform offers modules for announcements and fora. Also, the instructors using this platform have the opportunity to share digital course materials that are prepared in several online platforms. Moreover, the platform is developed and maintained in-house, and a user guide is occasionally updated for effective use of the system.

Guest lecturers are invited to contribute with their demonstrations, presentations, and experiences from particular industries. Experts from different fields are invited to give lectures to undergraduate students, for example experts in the logistics field, in tourism and foreign trade. Moreover, in the Retailing-I course, students have the opportunity to gather professional practice on the retailing industry. The department has an agreement with MIGROS, which is one of the major retailers in Turkey. Students are trained by visiting professionals or attend to trainings organised in this company.

Each student has an academic consultant until the graduation. The consultants review the courses the students have chosen before each semester and guide them if necessary. Regular meetings with students are organized. Students might voluntarily fill in evaluation forms, where they evaluate the quality of the consultancy service they received throughout each semester. The consultancy services include guiding students towards solving their problems, informing students about the facilities provided by the university, and organising regular office hours. Students are welcome in office hours for consulting about their problems in both courses and personal issues. Before the pandemic, the department asked for weekly scheduled office hours for each semester. Since the emergence of the COVID-19 pandemic, consultants organize meetings with students via online channels including Microsoft Teams and EgeDers. Therefore, students can be up to date with the course and stay connected with the instructors via these platforms.

Appraisal:

The panel welcomes the didactical concept of the study programme, which is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. The panel welcomes that the University has established a learning platform for faculty and students which enables them to teach and to learn with more flexibility.

However, the panel recommends the department keeping the list of recommended reading for students up to date as far as it is mentioned in the syllabi. In several cases there would be new literature available as well as exist actual editions of the relevant books.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work. Moreover, students can gather practical experience in companies.

Lecturing tutors support the students in the learning process and help them develop competences and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors			X		

3.4 Internationality

The Turkish Council of Higher Education (YOK) has published a list consisting of 20 Turkish pilot universities that are most suitable for the realisation of internationalisation strategies in the field of higher education, among them is Ege University.

According to Ege's self-evaluation report (SER)¹⁵ both compulsory and elective courses cover international topics. Compulsory courses like Global Marketing provide students with international marketing subjects and give them insights on developments in international markets while teaching an experience of import-export. Elective courses such as International Markets, Globalization, Production and Society, International Business Management, and International Financial Reporting aim to teach students to be able

- to demonstrate the effects of global business environment dynamics on organizations,
- to be able to analyse leading international problems from a broad perspective,
- to help students to analyse global financial flows and international relations through analytical thinking methods.

In addition to these departmental courses, students are also trained to overcome the language barrier they might encounter in the international areas with Academic English I and Academic English II courses. According to the syllabi about half of all courses are offered in English, the other half in Turkish, apart from courses for other languages such as French, German, Portuguese and Russian.

¹⁵ See SER p. 28.

As shown in the statistics¹⁶ the number of foreign students has substantially increased in the 2020 Academic year.

According to Ege¹⁷, the University stands out for a significant high number of exchange students and staff through the Erasmus+ Programme among Turkish universities. The department of Business has one of the highest budgets for Erasmus+ and sends up to 50 students abroad each year. Also, an average of 10-15 are incoming students from abroad.

Ege University is taking part in the Turkish Mevlana Exchange Programme that was launched by YOK in 2014 - 2015 academic year. It aims the exchange of students and academic staff between Turkish and foreign higher education institutions, other than the Erasmus+ Programme. Students may study abroad for one to two semesters and academic staff may lecture abroad between one week and three months. The Programme covers associate, bachelor, master, and PhD degrees of higher education programmes. The department of Business Administration is a part of this programme and welcomes students and academic staff from all over the world.

Other than Exchange Programmes, Ege University and the department of Business Administration are part of the Turkish scholarship programme Turkiye Scholarships for foreign students. It not only provides financial support but also ensures university placements for students in their intended programme. Apart from university education, it is aimed to provide students with the benefits of social, cultural, and academic extra- curricular programmes and activities while they are in Turkey. The department of Business Administration has welcomed students from other countries.

As far as the internationality of faculty is concerned, due to the Turkish employment system for academics¹⁸ the department has no full-time foreigner faculty members. However, all faculty members have international academic and professional experiences in some ways. Several members of the Business Administration department have their master and/or PhD degree obtained from universities abroad. Some members did post-doc studies abroad. In addition to academic staff who have completed their education abroad, members of the academic staff do research abroad with scholarships such as from DAAD, others get support from Erasmus+ teaching mobility. Moreover, faculty members invite international scholars in order to cooperate and enable the undergraduate students to take seminars from other international scholars.

Students are obliged to take Academic English I and Academic English II courses to be able to keep up with industrial and departmental professional English. Foreign sources are also at the forefront in the use of course material. Even if the language of instruction is Turkish, examples from international literature are used in many lessons.

Appraisal:

¹⁶ See above the statistics in chapter Information.

¹⁷ See SER p. 29.

¹⁸ Regulated by the central HEIs authority (YOK).

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Also, students are offered language courses for different languages such as French, German, Portuguese and Russian. However, the University did not sufficiently explain in which way students become enabled to act in an intercultural environment. Therefore the panel recommends improving intercultural aspects in the relevant courses.

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented. The panel welcomes that students can use the opportunity to go abroad based on exchange programmes, especially with the programmes Erasmus+ and Mevlana. However, the panel also has the impression that Ege University should try to acquire more students from abroad in order to strengthen the international composition of the student body.

The faculty members gathered international academic and professional experience. Several teachers have completed their education abroad. Moreover, members of the academic staff do research abroad with various scholarships and they benefit from the Erasmus+ teaching mobility programme. Although this can promote the acquisition of international competences and skills the panel recommends the University intensifying the international orientation of the academic staff.

About half of the courses are offered in English and students should take a preparatory class for training the English language if needed. This enables them to read the required materials in English. It also corresponds with the qualification objectives of the study programme. The panel welcomes that lectures and course materials in foreign languages even predominate and that internationality is clearly a key element of the study programme's profile.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2 Internationality of the student body			X		
3.4.3 Internationality of faculty			X		
3.4.4 Foreign language contents		X			

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The curriculum of the Business Administration department offers various opportunities for the students' improvement of multidisciplinary competences and skills. These include in particular elective courses, also those from other faculties and the preparation of individual and group projects and presentations, homework and case studies.

Acquiring presentation skills is important for communication; it starts at the sophomore level. For instance, Marketing Management I and Marketing Management II courses require a term paper presentation. The term paper is asked to be prepared by a group of students so that they are able to improve negotiation and conflict resolution skills during the teamwork process. Students, who are informed at the beginning of the term about the term-end presentation, prepare a project by considering the theoretical knowledge and the applications they have learned during the term.

Teamwork is a method used in many courses such as Consumer Behaviour, Global Marketing, Organizational Behaviour, Marketing Management and Marketing Management II. It supports not only verbal and written communication skills, but also several other competency areas such as time management, leadership, planning, organization, research, and problem solving. Therefore, students are asked to work together for more than ten weeks to complete their work in parallel with the theoretical knowledge they obtain during the lectures in which they are asked to submit and present a project.

During their first semester, first-year students are provided with a Career Planning course, which includes topics such as basic communication skills, soft skills, body language, preparation of the curriculum vitae, and effective interview techniques. The Career Planning course aims to help students on their way to recognize the business world, different sectors and the requirements of these sectors, and create awareness among students about the importance of career planning in preparation for the business world. The course also helps students to discover their abilities and personal competencies.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			X		

3.6 Skills for employment / Employability (Asterisk Criterion)

The Business Administration department considers the feedback from alumni, senior students and the Advisory Board and seeks to intensify links to the business life. Moreover, based on these feedbacks the department added more agreements with companies in order to equip the students with required skills, enlarge their vision and business network before the graduation.

Through cooperation with business and industry¹⁹, it is aimed that the students of the Business Administration department will have the chance to do practical work (part-time) in their professional field while studying. Later on, they may have the opportunity to get fully employed by the company in full-time management positions.

In addition to the English preparatory education, it is aimed that the students will be better equipped for business life by increasing their command of English with the Academic English I and Academic English II courses they take in the curriculum.

Organised by the business club, the trainings such as CV preparation, interview techniques, and stress management aims to enable students to be more prepared for business life and have a positive effect on the job placement process.

The programme includes the optional Vocational Training course which aims to develop initiative abilities in professional life. The students have the opportunity for training and practice in actual service in a technical, business or governmental establishment. Besides, the department provides guidance about the process, and evaluates the students' training reports after internship. This optional course provides networking opportunities for students to facilitate employability.

Appraisal:

The promotion of employability – through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its courses.

Moreover, the panel welcomes that the programme enables the students to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6* Skills for employment / Employability (Asterisk Criterion)		X			

¹⁹ See below chapter 4.3.

4. Academic environment and framework conditions

4.1 Faculty

The Business Administration department has 30 full-time faculty members including professors (6), associate professors (11), assistant professors (5), research assistants with PhDs (5) and graduate research assistants (3). The faculty members are located in different divisions under the department according to their field of specialisation such as the Division of Logistics Management, the Division of Accounting and Finance, the Division of Quantitative Methods, the Division of Commercial Law, the Division of International Management, the Division of Operations Management and Marketing, the Division of Management and Organisation.

Despite the fact that the majority of the courses in the undergraduate programme are taught by these full-time lecturers, the department is supported by four lecturers from the departments: Economics, Mathematics, History, and Literature in order to conduct the related courses in the curriculum. Moreover, the department assigned assistants for each course to assist the faculty members. They are in close contact with the students who may reach them via e-mail, phone or in person.

The department has explained that the teaching capacity available covers all courses, also taking into account the subject specialisations that are necessary for the courses.

Faculty members who teach in the Business Administration department receive their PhDs in Business Administration or related fields from universities in Turkey or abroad.

For the recruitment of faculty members the criteria are set by YOK and Ege University. Academics have to apply to YOK to acquire the title of Associate Professor and later have to fulfil the additional criteria of Ege University, which significantly exceeds YOK's criteria. Among others, this refers to the quality of scientific publications and the results of research projects. For other positions, the department is bound to Ege University Appointment and Promotion criteria which is publicly announced and updated.

The Regulation on Academic Incentive Allowance (AIA) put into force in 2015 by YOK serves as an additional established procedure to promote academic qualification and excellence. This mechanism is revised and updated regularly in accordance with the strategic aims of YOK and provides financial support for scientific studies in order to encourage the faculty members to be productive. Academics submit their portfolio, with the number and quality of publications, the number of citations, completed projects, and received funding. If they are successful they are awarded monthly financial support. Despite the lack of statistical numbers, roughly one third of the faculty members are rewarded AIA each year.

During PhD education, graduate students who are at the same time lecturers have to take courses on pedagogical subjects in the formation courses such as Development and Learning and Planning and Assessment in Education which is taught by the expert instructors in the Faculty of Education. At the end of the Planning and Assessment in Education course the

graduate students will be able to comprehend importance planning and evaluating in instruction, prepare instructional activities in relevant field, prepare exam in compliance with the rules and have willingness to Planning and Evaluating in Instruction.

Furthermore, they have to take courses such as Specialisation Field and Seminar Courses which improves their didactic capabilities.

Projects and agreements are made occasionally between the faculty and companies and/or institutions, foundations. In addition, there are faculty members having experience in the private sector in various fields in business administration, e.g. human resources, sales, and marketing. The Business Administration department, by definition, is in cooperation with the sector. Due to the fact that the faculty members engage with private sector projects related to their expertise, they have the chance to transfer their experience to their undergraduate course teaching.

Faculty members are in cooperation in order to achieve the Business Administration programme objectives²⁰. There are courses that are conducted cooperatively. The Business course is taught by different instructors from different divisions and areas of study in the Business Administration department. Some courses are offered in two separate groups; the same course is being taught by two different instructors. In the research side, faculty members cooperate in both research projects and private sector projects.

Meetings of faculty members are done regularly among divisions and departments. Within these meetings, the curriculum is reviewed, revised and updated and decisions are made such as deciding the lecturers for the courses.

In addition to their lecture hours, faculty members are required to set and announce two weekly office hours and communicate regularly with students for consultancy. Due to the pandemic, these meetings are conducted online. The lecturers are in contact with the students via email and the online teaching platform EgeDers. Additionally, for their consultancy, lecturers may hold meetings over different channels such as Windows Teams, Zoom and Google Team.

Each undergraduate student is assigned to an academic advisor to get answers to the questions about courses and academic life in general. The advisors hold meetings regularly with the students. Since face-to-face office hours cannot be held currently due to the pandemic, online advisor meetings are held by appointment.

Appraisal:

Even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

²⁰ See above chapter 1.1.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. YOK and Ege University verify the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. These qualifications of the faculty members are verified by means of an established procedure, also. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

The faculty members cooperate with each other for the purpose of tuning the modules/courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

The panel was impressed by the commitment that faculty members showed during the online conference when it comes to support for students. It became clear that student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. Moreover, the Faculty members are available for the students outside the specified office hours as well. The students are “fully content” with the support they receive.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended learning/distance learning programmes)					X

4.2 Programme management

The programme director who is at the same time head of department conducts administrative and academic affairs within the department to implement all necessary activities and coordinates the activities of every member involved in the programme and ensures that the programme runs smoothly. The programme director's functions and tasks have been regulated by law²¹ and include the responsibility for the education and research of the department at all levels.

The programme director presides over the departmental boards, reports the needs of the department to the Dean's Office and provides coordination between divisions. The programme director also ensures that education and training in the department is conducted regularly by determining the education-related problems, conducting the evaluation and quality improvement and ensuring the accreditation of the programmes affiliated to the department. The head of department is assisted by faculty members who hold the position of Assistant Department Head.

The administrative organisation of the study programme has been designed to support students and faculty members. The faculty has sufficient professionally equipped administrative staff for each division of the administration. The flow of responsibility and tasks for all kind of processes are defined. The administrative organisation also supports students and faculty members with electronic services. EBYS²² allows to manage all administrative procedures electronically. It also contains a support section constructed for helping students and university personal for any kind of administrative problems. Beside electronic support, student affairs office and department secretary are ready for supporting and advising students in their daily transactions and their future career plans with face-to-face consulting.

Feedback from students is received regarding the course performances and consultancies of the lecturers with the end of term questionnaire. These returns are considered in planning the new term. Graduate students are taking part in the decision process. Questionnaires are applied to graduates and these questionnaires ensure their involvement in the process. During the online conference, the panel learned from administrative staff that all members have access to further training and make use of it.

Appraisal:

The programme director who is at the same time the head of department coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the

²¹ Turkish Law No. 2547.

²² EBYS is an Electronic Knowledge Transfer System

decision-making processes where their areas of work are involved. With EBYS, the opportunities of electronic service-support are used and supplement personal one-to-one counselling. The panel is convinced, that the administrative staff acts as a service provider for students and faculty.

The HEI offers the administrative staff opportunities for continuous professional development.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty		X			

4.3 Cooperation and partnerships

The department of Business Administration's primary goal in undergraduate education is to develop individuals who can think creatively and adapt to global competition. Oriented at this goal within the Erasmus+ programme it has concluded agreements with 29 universities in Bulgaria, Czech Republic, Germany, Denmark, Spain, France, Croatia, Lithuania, Latvia, Portugal and Poland. The cooperation is aiming to provide students with new skills, strengthen their personal development, meet diverse cultures, gain a broad perspective at the academic level and increase employment opportunities.

The Student Exchange Programme between Higher Education Institutions, which is called "Farabi Exchange Program", provides student exchange for one or two semesters at the same level and within the same subject. Under this programme, the department of Business Administration has agreements with 23 Turkish universities.

With the Mevlana Exchange Program, students who apply to the programme have the opportunity to study at any university in the world, provided that they meet some prerequisites. Under this programme, the department of Business Administration has agreements with three universities.

The goal of Ege University is to impart both practical and scholarly knowledge and expertise. In this regard, the University successfully strives for achieving a large network and cooperation with organisations in the business world. Vestel, Migros, Dikkan Group and BR Magazacilik are among the companies that the department has established long- term formal protocols with. The main purpose of the protocols that have been presented to the panel is to introduce students to the business world at an early stage. On both sides the partners have installed coordinators for the cooperation who regularly meet. Students' work in the relevant company will be evaluated.

Appraisal:

As the Ege University wants to attract more students and to improve the possibilities of mobility and student exchange it is important to cooperate with HEIs from abroad. The panel welcomes the endeavours of the University and the department of Business Administration insofar. The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

Moreover, the cooperation with business enterprises and other organisations is actively promoted by means of regular joint meetings of coordinators, in order to organise the involvement of students in the company. Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates. By means of specific measures in terms of cooperation and evaluation they significantly contribute to the development of qualifications and skills.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		X			

4.4 Facilities and equipment

As the on-site visit had to be replaced by an online conference because of the Covid-19 pandemic Ege University made available to the panel photos of its building, rooms, and the library as well as a video and descriptions in the self-evaluation report thereof.

Networking infrastructure in Ege University is supported with Gigabit Ethernet technology. Each unit of the University is connected to the backbone with Gigabit connections, and this system provides uninterrupted service 24 hours a day, 365 days a year. The University can use a bandwidth of 200 MB/s. It also provides wireless Internet connection accessible through the campus via the Eduroam service. Eduroam (EDUcation ROAMing) is a radius-based authentication infrastructure developed for users to easily connect to the internet in the institutions they visit as guests. Users of Eduroam member institutions can connect to the

wireless network in another Eduroam member institution with their portable computers using their usernames and passwords. Eduroam has been adopted by many colleges in 59 countries throughout the world. Via Eduroam all students can use the faculty building's free Wi-Fi by logging in with their student numbers, and there are no device restrictions.

The FEAS has 23 classrooms and a computer lab equipped with 30 computers. For disabled students, it has an elevator that travels to every floor, allowing them easy access to the classes and labs. Beside the computer lab, a system room is reserved for two servers: one for the Faculty Moodle System, and another for NETSIS ERP Software used for practice in the E-Business and Enterprise Resource Planning course. Furthermore, each classroom in the faculty building is supplied with computers and projectors.

Ege University Central Library uses technology effectively to provide direct support to education, training and research activities and all kinds of information and documents required by the students and the university staff. Upon the request, the library facilities can also be used by the public.

The library is open between 08.00-23.00 on weekdays and between 10.00-21.00 on weekends and during the exam periods, it serves 7/24. Under the Directorate of Library and Documentation, there are 36 staff who serve students directly.

For the first-year students, the library organises User Interface and Database training as a part of orientation programme annually. The purpose of this programme is to introduce the users with the library and information resources, and to ensure that users can access the right information in the fastest and safest way. This programme can be reorganized upon the requests from faculties and academics at any time of the academic calendar.

The University Library gives access to licensed databases and electronic versions of periodical publications (e.g. EMERALD, SAGE, ScienceDirect, Taylor & Francis Online Journals). It also provides access to electronic resources like online database trainings, databases, trial databases and free of charge e-publications. The Information and Communication Technologies Research and Application Centre (BiTAM) has set up a Proxy Server so that students and staff can have distant access to these services also.

Appraisal:

Since the online conference was conducted replacing an on-site visit, the panel did not have the opportunity to visit the Ege's buildings. Instead, Ege University provided photos and descriptions of its premises and facilities. Based on the materials provided, the panel formed the view that a smooth running of programmes is ensured regarding the capacities for teaching, research, studies, and administration.

The panel relies on the Ege University's descriptions in the SER and the photos as well as the information that was given during the online conference. As far as it was able to get a realistic impression in terms of quantity, quality, media, and IT facilities and of the teaching rooms the infrastructure meets the standards required for the programme, even taking into account the

resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured and accessible during most of the day. The literature expressly required for the study programme is available in the library and also kept up to date. Access to relevant digital media is available from the students' home also. There is qualified library staff available to advise students.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)		X			

4.4 Additional services

The department of Business Administration organizes “Alumni in Our Class” events to support undergraduate students to find their career paths and to help them to get to know the business world better. In these events former department graduates who specialise in different sectors share their professional experiences with undergraduate students and enlighten them on how they pursue their career ways.

In the department, academic consultancy is provided to students under the supervision of a faculty member until they graduate. Consultants support students in solving their faculty related problems and guide them on their career paths.

The department provides the elective Vocational Training course for the students. To pass this course, students need to complete a 20-day practical training period (internship) and prepare an internship report. The Internship Commission evaluates the students' report.

The Ege University Business Administration Club, most students belong to the department, organises conferences, events and summits to provide students with information about the business world, to support their career journeys, and to provide them with job opportunities. This club also organises trainings and seminars on topics such as CV Preparation, Interview Techniques, Time Management and Crisis Management.

Ege University Rectorate organises Career Days that bring human resources experts, company representatives and students together. Moreover, the Ege University Career Planning and Success Coordinatorship organises career planning activities throughout the University, provides online career consultancy services, and shares the link of the platform offered by the

Presidency of the Republic of Turkey, which facilitates access to current job postings and events for Ege University students and graduates.

Ege University has an Alumni Relations Office, which carries out activities with the aim of developing an alumni network, strengthening its relations with its alumni, and ensuring the continuity of communication with them. All Ege University alumni may get an Alumni Card that aims to ensure the continuity for the alumni to benefit from the University's opportunities in their academic, personal, social, and professional development and to improve the social and cultural ties of alumni with the University.

Alumni Relations Office has organized a series of events named “Our Deans Meet Our Alumni Abroad” throughout the university. The department organises "Alumni in Our Class" events for its undergraduate students, where its graduates from various fields share their professional experiences and knowledge with undergraduate students which can also have an impact on further developing the programme.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

In addition, career counselling and placement services are offered to the students and graduates on an individual basis. Such activities are planned on a long-time basis, performed regularly, and are actively marketed. Sufficient staff is available for this purpose. Students have access to the HEI-wide corporate network. The HEI brings its graduates in contact with representatives from business enterprises at regular events.

An alumni organisation has been set up with the aim of developing an alumni network. Alumni activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient staff and resources are available for this purpose.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service		X			
4.5.2	Alumni Activities		X			

4.6 Financing of the study programme (Asterisk Criterion)

The YOK supervises the higher education system in Turkey. Ege University is a public university that receives its financial resources from the public budget. Decisions on tuition fees at public universities are made and announced by Presidential Decrees. Thus, tuition fees cannot be charged from formal education students who are continuing their education or who will start their education, except they could not graduate on time.

Appraisal:

As Ege University receives the necessary financial resources from the public budget the panel is convinced that the study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)			X		

5. Quality assurance and documentation

There are units at different levels to monitor quality assurance and development procedure of the department, and university in general.

The first one is The Higher Education Quality Council of Turkey (YOKAK) which was founded as part of the 'Higher Education Quality Assurance Regulation'. This public legal entity is aimed at evaluating the quality levels of HEI's education and research activities and administrative services in accordance with the national and international quality standards. It is a member of ENQA. As one of eleven universities in Turkey Ege University, with all its departments and units, has undergone an inspection process by YOKAK. The result of the inspection process was announced by the end of June 2021: Ege University was the first university that acquired a 5-year full-quality accreditation by YOKAK.

Secondly, Ege University provides central commissions: The Quality Commission and the Accreditation Support Commission consist of the university's faculty members who are specialized on quality and accreditation processes. These central units are in charge of supporting and monitoring accreditation and quality related commissions in different units of the university, including the Business Administration department, and also managing the quality assurance procedure of the university centrally. This unit coordinates self-assessments of the University. They are available online. The members of these commissions meet regularly and share updated information about their departments. These bodies specialized in accreditation and quality help and lead the department in engaging with improving the educational, administrative and research quality. The Commission prepared publicly and online available guides such as an Institutional Accreditation Preparation Guide, a Quality Handout, Quality Handbook, and a Self-Assessment Report Preparation Guide.

The department provides periodical reports and discusses the results among others in meetings at department and faculty level. In the framework of quality assurance, the Business Administration department also prepared a self-assessment report for the Quality Commission and the Accreditation Support Commission of the University. The Department got an oral and a written feedback.

The third unit in charge of quality assurance is the Accreditation and Quality Commission of FEAS which is a decentralized one compared to YOKAK and university's central commissions. This Commission includes faculty members from the departments and is responsible for all activities relevant to quality improvement and accreditation. The Commission holds regular weekly meetings which are announced institutionally via EBYS and takes decisions about the documentation of the educational and administrative process. The Faculty considers feedback from shareholders for the aim of understanding their expectations. In this regard it contacts the faculty members, students, administrative staff and alumni and applies a satisfaction survey and reports it to the departments.

The fourth unit for the quality assurance and monitoring the improvements is established within the department. Department Accreditation and Quality commission follow and

implement the decisions taken in Accreditation and Quality commission of Faculty and Quality Commission and Accreditation Support Commission of the University.

In order to meet and keep up with the quality standards, the curriculum is continuously reviewed and revised with the feedback from faculty members, advisory board, and students' surveys. In case of need, new courses are added to the curriculum to keep up with the changes in business administration discipline. Before the beginning of each semester, sub-departments hold meetings with their faculty members to discuss the courses they specialise on. These meetings are done in order to review, revise and update the curriculum in terms of learning needs and department capacity.

Discussion on curriculum is not limited to getting the feedback from the faculty members as the business department has an Advisory Board that consists of business professionals and provides regular feedback on the curriculum. The Board is being consulted for the question whether the courses are providing the link between the theory and practice of the business field. The surveys conducted with students and alumni stand for the other sources for understanding the needs and expectations about the curriculum. Following the feedback acquired from surveys and Advisory Board, the department puts effort into providing platforms for students to engage more with the practical business life. Meetings with alumni, invitation of professionals as guest lecturers and also industry agreements are important activities held by the department in order to fulfil the expectation of students and the business life.

Evaluation by the students is conducted on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to provide input for the quality development process. The programme consists of a two-level evaluation process by the students, which aim to increase and assure the quality of every course and whole programme.

Firstly, each and every course is evaluated by the students with the survey at the end of the semester. The course evaluation form contains questions about the evaluation of course content, the performance of course instructors and the overall quality of course syllabus, meetings of programme, learning outcomes and the feasibility of the workload. Students are asked to complete these surveys on EBYS in order to be able to see their final grade of each course after completion.

In addition to this, the department asks students for exit surveys that evaluate the whole programme before the graduation. The exit survey includes a variety of questions such as overall satisfaction from the programme, weaknesses and strengths of the department, satisfaction with service provision, suggestions, future plans. Exit surveys are evaluated and reported to the Faculty Council and the results are discussed in related commissions to enhance the quality of the whole programme and modify the weak sides.

For the last few years, instructors have been preparing course evaluation forms; within these forms, instructors make self-evaluations on the course's programme and learning outcomes, and for possible improvements. The course evaluation process held by faculty has three steps. The first is the course reports prepared by instructors of each course at the end of each

semester. This report contains course data, such as success rate, exam papers with the highest, lowest and the average score, exams' keys, and the evaluation of instructors' on students' scores, and plans for the future of the course.

The second step consists of the evaluation of course evaluation forms by the department's Accreditation and Quality Sub-Commission. Course evaluation forms filled in by the instructors are sent to this Commission consisting of several faculty members. The Commission prepares a report which includes feedback to instructors about their courses.

The reports of each course coming from students and academic staff are evaluated and sent to the Accreditation and Quality Commission of the faculty. As the last step, the Commission evaluates all reports and data and gives decisions for assuring and increasing the quality of the programme by preparing the final report.

Together with all quality surveys and procedures within the faculty, the department of Business Administration also considers feedback from alumni and third parties. Alumni Days are organised annually, and this enhances the communication and cooperation among alumni and faculty staff. The alumni are asked to fill in an alumni evaluation survey biannually in order to receive their opinions. These surveys are reported as Alumni Survey Report and discussed in the departmental boards.

In addition to alumni evaluation, the programme has been evaluated and supervised by the third parties. The Advisory Board was constructed to link business life and the academy. Course plan and course syllabi might be modified and enhanced according to the advice discussed in the Board.

The feedback from the alumni and Advisory Board, besides the students, have pointed out some common issues regarding the departments' programme. The prominent issues were about strengthening the link between the students and the business world, increasing the courses with practical aspects. In order to reflect the demands from these shareholders, the department increased the number of activities with alumni and other professionals in the business world.

The study programme and programme documentation are constantly updated and easily accessible for the interested parties in digital form at university websites. Ege University information on the Course Catalogue supplies all necessary information related with the university including programme descriptions. The Academic Calendar indicates in particular the registration week, the final exam period, and the semester durations of each faculty online. Anyone who is interested and has access to the internet can reach the academic calendar, the programme descriptions, the list of courses and course the syllabi in detail. All the links that have open access to public information are updated regularly.

In addition to publicly accessible platforms, there exist other applications, as already described before: Ege Ders, Moodle and EDYS²³, only accessible for students and faculty members.

Different from digital platforms, there exist periodic face-to-face activities for presenting programme descriptions to students. University Promotion Fairs are organised by the Directorate of Health, Culture and Sports held in university campus every year.²⁴ Also, Ege University has a specific web page for the future students called Ege Tercih²⁵ and through this website, a wide range of information about Ege University and its units is publicly shared.

Ege University publishes current news and information on the main page of the website. Quantitative information about inter alia the number of graduate and undergraduate students, faculty members, library items, institutes is available online and can be reached through the main page of the website.

From official announcements, such as staff assignments or promotions, to the activities of student clubs, all events and news are announced at the Faculty website on a regular basis. Anyone, including students and faculty members, can reach and be informed about the activities in the faculty and the department by checking the faculty website regularly.

Social media tools are also used to communicate all events and announcements to the shareholders and the public. The Faculty has Facebook, Instagram, Twitter, LinkedIn and Youtube accounts, and these accounts are updated regularly. In addition to the Faculty accounts, the Business Administration department has own social media accounts. Students and public can also follow the departmental activities and announcement on Instagram, Facebook and Twitter.

Quantitative data for the undergraduate programme of Business Administration is announced centrally and publicly by YOK, beside all other departments of universities in Turkey. YOKATLAS provides detailed numerical analyses based on the departments, universities, diversity of candidates, and score rankings of candidates.

Appraisal:

The panel welcomes the quality assurance system that has been set up by Ege University for the central level as well as for the level of faculty and department. The quality assurance and development procedures systematically and continuously monitor and develop the quality of the programme with respect to its contents, processes, and outcomes. The University takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and

²³ See above especially chapters 3.3, 4.1, 4.2.

²⁴ See chapter 2.1.

²⁵ See also chapter 2.1.

students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is conducted on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The panel welcomes that in the communication with alumni and the Advisory Board an external evaluation is conducted on a regular basis and in accordance with a prescribed procedure. Also, the outcomes are communicated and provide input for the quality development process. The panel supports Ege's endeavours to intensify the communication with alumni and employers because this is in the students' interest (because of e.g. internships, employment).

The study programme's content, curriculum and examination scheme have been suitably documented and published. The panel welcomes that Ege University publishes this essential information also in English. It recommends widening the frame of information given in English.

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme; academic calendar, programme descriptions, the list of courses and course syllabi are presented in detail.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1* Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2 Instruments of quality assurance					
5.2.1 Evaluation by students			X		
5.2.2 Evaluation by faculty			X		
5.2.3 External evaluation by alumni, employers and third parties			X		
5.3 Programme documentation					
5.3.1* Programme description (Asterisk Criterion)			X		
5.3.2 Information on activities during the academic year			X		

Quality profile

HEI: Ege University, Turkey

Bachelor programme: Business Administration

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)					X
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
3	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)		X			
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)				Condition	

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)				Condition	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents		X			
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)		X			
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty		X			
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		X			
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)		X			
4.5	Additional services					
4.5.1	Career counselling and placement service		X			
4.5.2	Alumni Activities		X			
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		