

Decision of the FIBAA Accreditation and Certification Committee



13rd Meeting on March 6, 2024

PROGRAMME ACCREDITATION

Project Number:	23/012 Cluster 1
Higher Education Institution:	Ibn Haldun University
Location:	Istanbul, Turkey
Study programme:	Ph.D. in Management Programme - İşletme Doktora Programı
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) in conjunction with § 9 (4) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programme is accredited with one condition.

Condition: The HEI integrates a consistent calculation of ECTS credits according to the ECTS User's Guide 2015 (see chapter 3.1.1).

Proof of meeting this condition is to be supplied by December 5, 2024.

Period of Accreditation: March 6, 2024 to March 5, 2029

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution (HEI):

Ibn Haldun University, Turkey

Doctoral programme:

Ph.D. in Management Programme - İşletme Doktora Programı

Qualification awarded on completion:

Doctorate of Philosophy, Ph.D.

General Information on the Study Programme

Brief description of the study programme:

The PhD in Management is an intense research-focused doctoral programme that aims to foster scholars and specialists in management. Students delve into advanced studies, concentrating on organisational behaviour, operations management, strategy, and leadership. Graduates are expected to contribute original insights to academia and often pursue careers in academia, research institutions, or leadership roles requiring advanced managerial skills. The programme emphasises the development of independent research capabilities, critical thinking, and substantial contributions to advancing management knowledge.

Type of study programme:

PhD programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:

4 years, 8 semesters, 24 credits, 247 ECTS credits

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance and student participation

Double/Joint Degree programme:

no

Scope (planned number of parallel classes) and enrolment capacity:**Programme cycle starts in:**

fall semester

Initial start of the programme:

Fall 2018

Type of accreditation:

initial accreditation

If applicable: Accreditation in one cluster (cluster X) with:

1. BA in Management Programme (English) - İşletme Lisans Programı
2. MA in Management (English) & MA in Management (Turkish) - İşletme Yüksek Lisans Programı
3. MSc in Air Transport Management (English) - Hava Taşımacılığı Yönetimi Yüksek Lisans Programı
4. MSc in Big Data and Business Analytics - Büyük Veri ve İş Analitiği Yüksek Lisans Programı

Procedure:

A contract for the initial accreditation of the Ph.D. in Management Programme was made between FIBAA and Ibn Haldun University, Turkey on April 3, 2023. On September 9, 2023, 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:

Malte-Claudius Bernhardt

accadis University of Applied Sciences Bad Homburg, Germany
Student International Management (M.A.)

Prof. Dr. Ulrich Desel

IU Internationale Hochschule GmbH, University of Applied Sciences, Bad Honnef, Germany
Prof. em. for Aviation Management und Programme
Director (Aviation Management, Bachelor and Master Programme Management and Development)

Assoc. Prof. Dr. Armağan Erdoğan

Beykoz University Istanbul, Turkey
Lecturer/faculty member
Department of Translation and Interpreting School of Foreign Language

Prof. Dr. Jens Kirchner

University of Applied Sciences Hof, Germany
Professor for Business Administration with a focus on International Management (Economics, Business Administration, International Management, Business Psychology, Sociology, Law)

Dr. Manfred Schmidt

s&s schmidt & schmidt GdB, Sankt Ingbert, Germany
Managing Partner of sikos GmbH
Implementing and auditing of management systems (quality management), building of process and project management, personnel development for companies, training and professional development (seminar development)

Prof. Dr. Ulf J. Timm

Technical University of Applied Sciences Luebeck, Germany
Professor of General Business Administration and Business Informatics (General Business Administration, Business Informatics, IT Strategy, Big Data, Data Mining)

FIBAA project manager:

Priv.-Doz. Dr. Marco Haid

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 on-site visit. The on-site visit took place on November 27-28, 2023 at the premises of the HEI in Istanbul, Turkey. The same cluster included an appraisal of BA in Management Programme, MA in Management, MSc in Air Transport Management, and MSc in Big Data and Business Analytics. At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on February 26, 2024. The statement on the report was given up on February 29, 2024. It has been taken into account in the report at hand.

Summary

The Ph.D. in Management Programme offered by Ibn Haldun University, Turkey fulfils with few exceptions the FIBAA quality requirements and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 6, 2024 and finishing on March 5, 2029, under one condition. 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. They recommend the accreditation on condition of meeting the following requirements:

- **Condition** (see chapter 3.1.1): The HEI integrates a consistent calculation of ECTS credits according to the ECTS User's Guide 2015.

Proof of meeting this condition is to be submitted by December 5, 2024.

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

- Scientific Qualification of the teaching staff (see chapter 4.1.2)
- Internationality of faculty (see chapter 4.1.4)
- Equipment (Literature, Magazines, Databases) for the Library (see chapter 4.4.2)

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

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

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Information

Information on the Institution

Ibn Haldun University (IHU) was established as a private foundation-supported university in Istanbul by the Turkey Youth and Education Service Foundation (TURGEV), subject to the provisions of the Law on Higher Education Institutions for Foundation Higher Education Institutions (CoHE)³.

At its inception, the university consisted of five faculties and two institutes. Administrative and academic operations began in December 2016, and since then, the university has continued its educational activities with six faculties, twelve departments, and two institutes. There are nine doctoral and 19 master's programmes within the Graduate School, as well as one doctoral and one master's programme within the Alliance of Civilizations Institute. In addition, the university has established 19 applied research centers in various disciplines to conduct scientific research, develop programmes, generate projects, implement initiatives, and organise various certificate programmes.

A total number of 1,831 students comprising 1,030 graduate students and 801 undergraduate students study in these faculties and institutes. Among them, 105 are identified as male while 926 are identified as female. The proportion of graduate students (both master's and doctoral) is currently about 55% and it is planned that this figure will be increased to 75% (master's and doctoral) in the near future. Furthermore, a total of 633 international students come from 81 different countries, and the overall percentage of international students is 35%.

At Ibn Haldun University, plenty of scholarship opportunities including full tuition fee waivers are available for the majority of students since IHE's establishment. With 1,521 students currently receiving full scholarships, the university holds an enviable scholarship recipient rate of 84%. In Additionally, educational grants, the university offers undergraduate students the opportunity for free dormitory room use as well as lunch tickets. 320 out of 800 undergraduates at the university (or 40%) enjoy the right to reside in the dormitory (see self-evaluation report, p. 2).

As of March 2023, 281 academicians and lecturers are working at IHU. According to the Council of Higher Education (CoHE), IHU favorably reports a ratio of 6.52 students per academician.

As a social sciences-focused university, IHU envisions itself to become a globally respected and influential institution, known for developing original knowledge and approaches within the social sciences (see self-evaluation report, p. 2). The strategic goals of the university are:

- to foster an interdisciplinary business curriculum by which students are challenged to think in an analytical, critical and intellectually independent way,
- to adopt and leverage high-quality research, thus enabling strong industry-university collaboration, and
- to create a multi-cultural learning environment enriching students with the highest global and humanitarian social and ethical values.

³ Law No. 6641 published in the Official Gazette No. 29335 on April 23, 2015.

The university produced its first batch of undergraduate students at the end of the 2021-22 academic year. Despite being a young university, Ibn Haldun has since inception prioritised quality in its processes and has improved its core service areas institutionally. The university aims to distinguish itself as a reputable academic institution within Turkey and globally, through its exceptional and internationally recognised educational standards, as well as groundbreaking research it undertakes.

Ibn Haldun University offers undergraduate and graduate programmes in the field of social sciences and has been classified as a research-based university by Turkish Higher Education Institution. It that adheres to the following principles in all its educational programmes:

- Implementing active curricula for young people to acquire competitive skills
- Adopting interactive and innovative teaching methods that support critical learning
- Creating an effective learning ecosystem with support of applied teaching methods and toolkits
- Implementing creative evaluation approaches to ensure active development and the acquisition of competitive skills for students
- Providing student-oriented education and teaching programmes
- Supporting double-major, minor, and certificate programmes to improve the multidisciplinary attitudes and analytics skills of the students
- Continuously developing the education programmes with the contribution of internal and external stakeholders
- Ensuring that all teaching staff uses active and interactive teaching techniques that transform the role of the instructor into a "facilitator" or "manager of the learning process"
- Strengthening the relationship between education-teaching programmes and research and development activities to provide students with research experience

The following steps have been taken to achieve these goals:

- IHU has provided full tuition fee waivers, dormitory facilities, and MacBook laptops to all its undergraduate students.
- The university has established a significant proportion in the form of quotas for international students, with partial scholarship opportunities. Furthermore, for international students enrolled in some graduate programmes, IHU has extended a full tuition fee waiver with different scholarship opportunities including cash assistance and use of the dormitory as well
- The university maintains 75% of its overall student population as graduate students for fulfilling the main criterion of being designated as a research university by Turkish Higher Education Institute
- In addition to the university's trilingual curricular policy of Turkish, English, and Arabic, IHU encourages students to learn other foreign languages as well, to assist in the creation of a multilingual and multicultural university
- IHU requires that the curricula of all undergraduate and graduate programmes are developed with the integration of multidisciplinary courses, including civilization, history of art, culture, humanities, digital literacy. Furthermore, IHU promotes social activities and workshops at campus

- IHU encourages all graduate programmes to continuously improve the content of their Seminary Courses with innovative and research-based approaches. Professors from interdisciplinary backgrounds from different fields disseminate ideas and promote research-based knowledge with graduate students through Seminary courses and workshops.

According to the University Monitoring and Evaluation General Report (2022), based on 199 universities in Turkey and written by the Council of Higher Education (CoHE), Ibn Haldun University ranked the second in the list of universities with the highest percentage of courses that can be taken outside of the registered programme, and second among private foundation universities with the highest percentage of students benefiting from scholarships provided by the university (see self-evaluation report, p. 3). The university also ranked fourth in the list of foundation universities with the highest amount of donations received, as well as fourth in the list of foundation universities with the highest amount of current expenditure per student (see self-evaluation report, p. 4).

Statistical data

Table 1 – statistical data

		2. Cohort 2018	3. Cohort 2019	4. Cohort 2020	5. Cohort 2021	6. Cohort 2022	7. Cohort 2023
# Study Places offered by HEI		15	12	10	10	10	10
# Applicants	∑	120	51	64	74	53	77
	f	16	9	10	17	17	20
	m	104	42	54	57	36	57
Application rate		800,00%	425,00%	640,00%	740,00%	530,00%	770,00%
# First-Year Students (accepted applicants)	∑	13	5	7	7	10	1
	f	3	1	3	5	1	1
	m	10	4	4	2	9	0
Rate of female students		23,08%	20,00%	42,86%	71,43%	10,00%	100,00%
# Foreign Students	∑	8	4	6	7	9	1
	f	1	1	3	3	2	1
	m	7	3	3	4	7	0
Rate of foreign students		61,54%	80,00%	85,71%	100,00%	90,00%	100,00%
Percentage of occupied study places		86,67%	41,67%	70,00%	70,00%	100,00%	10,00%
# Graduates	∑	3	In process	In process	In process	In process	In process
	f	1					

	m	2					
Success rate (students who finished their studies)		23,08%	0,00%	0,00%	0,00%	0,00%	0,00%
Dropout rate (students who dropped their studies)		62,50%	60,00%	14,29%	0,00%	10,00%	0,00%
Average duration of study		4,33	0,00	0,00	0,00	0,00	0,00
Average grade of final degree		3,87	0,00	0,00	0,00	0,00	0,00

Appraisal

The panel members are satisfied with development of the statistical data. Especially, they positively highlight the very high proportion of foreign students as well as application rate. Furthermore, the dropout rate is nowadays low.

Description and Appraisals in Detail

1. Goals and Strategy

1.1 Objectives of the Doctoral Programme

The Business School at IHU with its undergraduate and graduate programmes mainly aims to provide students with comprehensive theoretical knowledge and practical skills that can be effectively employed in the current dynamic business environment. The objectives of all programmes are aligned with the key learning taxonomies such as Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. Moreover, the programmes are dedicated to professional ethics and intellectual freedom.

Mission of School of Business:

- To provide an interdisciplinary and innovative business curriculum promoting knowledge-based learning ecosystem
- To promote high-quality research enabling a strong industry-university collaboration
- To create a multi-cultural learning ecosystem blended with distinguished social and ethical values.

The School of Business at IHU dedicates itself to becoming a globally competitive and internationally accredited entity promoting intellectual independence, professionalism, highest standards of ethics, environmentally conscious mindsets, and innovative thinking for students, graduates, researchers, professionals and policy-makers.

The Ph.D. Programme in Management aims to educate students from across the globe who aspire to become scholars and make new contributions to the management field. The programme provides cutting-edge research methods in an immersive, exciting study environment, where the next generation of management scholars can refine their expertise. The Ph.D. programme combines highly relevant and structured training in the first two years with close mentorship from a team of supervisors to help students cultivate their research skills for pioneering interdisciplinary social science research. With the Istanbul location, generous funding opportunities (including a fee waiver and stipend) and powerful commitment, the HEI is dedicated to support and stimulate the doctoral students in a multicultural environment to realise their full potential.

By completing Ph.D. in Management Program, students will be able to:

- demonstrate the highest level of expertise in the field of Management, and mastery of the knowledge in their field of interest;
- construct independent research and produce publications in top-tier academic journals;
- take part in international academic conferences as well as seek opportunities for networking and participating fully in international research activities;
- demonstrate teaching skills at a level required for college and university undergraduate education in the field of management;
- apply novel technologies in solving challenging problems in business;
- productively interact with people from diverse backgrounds and develop innovative, professional and integrated solutions for different types of organizations;
- demonstrate proficiency in at least three languages to follow up on the latest developments

- and to effectively communicate with colleagues from different countries;
- maintain global corporate, social, environmental, and ethical standards in business and research with an emphasis on sustainable development.

Besides the mandatory courses for each subject, the PhD programme offers various elective courses which will give students many opportunities for professional and personal development.

The programme focuses on enhancing students' ability to conduct research and use scientific methodology through courses dedicated to these topics. Furthermore, it provides its graduates with a versatile skill set that prepares them for diverse career opportunities across various industries.

Appraisal:

The doctoral programme corresponds to the goals of the European and national qualification framework. The doctoral programme and the pursued qualification and competency goals are matched with each other.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.1	Objectives of the Doctoral Programme			X		

1.2 Positioning of the Doctoral Programme in the education market

Turkish Higher Education Institutions (HEIs) have made significant progress and advancements in recent years, positioning themselves as important players in the global education landscape. Here are some key aspects of the position of Turkish HEIs: academic diversity, strategic location, quality of education, research and innovation, internationalization, government support, and cultural heritage and diversity.

Turkey has a total of 208 Higher Education Institutions (HEIs), comprising 129 state universities, 75 foundation universities, and four foundation vocational schools. The total number of students in universities is estimated to be around 8.2 million, with approximately 7.6 million students enrolled in state universities and 6,00,000 students in private foundation universities.

Among these university are numerous business schools, and institutions compete fiercely to offer a high standard of instruction and draw in qualified applicants. IHU as a research-based university was established with the mission of providing high-quality education to students interested in pursuing a business career. Since it was founded, the university has been successful in attracting top-performing students due to its focus on providing a comprehensive and practical education that prepares students for the real world. Since its inception, IHU has progressively enhanced its reputation as one of the premier universities in Turkey's business arena, thus solidifying its standing among the country's foundation institutions.

On an annual basis, universities submit their requests for student quotas to the Council of Higher Education (CoHE), which meticulously assesses these submissions and ultimately determines the allocated number of students for each university. Although the programmes are relatively young, only students who rank within the top 1% to 10% based on their results of the Students

Selection and Placement Center (SSPC), are admitted to the Business Management programmes. Each year the occupancy rate for all programmes of Ibn Haldun University lies between 98% and 100%.

The Ph.D. in Management programme is designed with the primary objective of imparting a comprehensive and strong theoretical foundation to its students. By equipping them with a deep understanding of diverse management theories and concepts, the programme aims to foster their analytical and critical thinking skills, preparing them to undertake rigorous research and contribute to the advancement of knowledge in the field.

Furthermore, the programme actively encourages and guides students to engage in scholarly publications as an integral part of their academic journey. Emphasizing the significance of disseminating research findings to the academic community and beyond, the programme seeks to instill a culture of scholarly writing and knowledge dissemination among its students.

Through this multifaceted approach, the Ph.D. in Management programme aims to nurture the intellectual and academic growth of its students, enabling them to emerge as accomplished academicians capable of making meaningful contributions to the discipline of management.

For the Ph.D. in Management programme, in 2022-23, total quota was set as 10, with occupancy rates of 70 %.

Candidates applying to each programme have been interviewed by jury members and selected based on their overall qualifications. Therefore, occupancy rate is not the main target for related graduate programmes.

A variety of financial incentives and scholarships are made available to students contingent upon their levels of achievement in entrance interviews and their fulfillment of predetermined criteria. In addition to receiving educational scholarships, meritorious students are also allowed to serve as research/teaching assistants and receive stipends. In addition to all of these opportunities, the university provides payment for students who publish or contribute to academic publications, through the university's academic incentives programme.

Ph.D. in Management programme at Ibn Haldun University are dedicated to achieving their objectives and learning outcomes through several strategies, including the systematic revision of curricula, prioritizing the involvement of students in research projects, and providing plenty of elective courses that allow students to refine their academic interests and professional profiles.

Appraisal:

The doctoral programme is positioned convincingly in the postgraduate education market due to the described profile and the pursued qualification and competency goals.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.2	Positioning of the Doctoral Programme in the educational market			X		

1.3 Positioning of the Doctoral Programmes in the Job Market for Graduates

IHU systematically analyses the job market for its graduates through its Career Center. All relevant data regarding the employment of graduates in public and private organisations, internship opportunities, and job-seeking alumni is collected and monitored systematically via IHU's Administrative Data Management System⁴.

The Career Center has been established under the authority of the Rectorate to further increase the competitiveness of the graduates in job market. The Center provides students the career support, and guides them towards becoming professionals who can excel in their respective fields. The University creates internship opportunities for its students through the partnership protocols signed with the private sector and public organisations. Currently, IHU has valid MOUs with the following institutions within this scope:

- Council of State Presidency,
- Court of Cassation Presidency,
- Eroğlu Holding,
- Green Crescent Foundation,
- Halkbank,
- Kadem,
- Kuveyt Türk,
- Lorbi Tanıtım,
- Maarif Foundation,
- MUSIAD,
- Palet Schools,
- SETA,
- Türkerler Holding,
- Turkuvaz Media, and
- Turkish Human Rights and Equality Institution.

Istanbul as a Turkey's current Finance Center with its geostrategic location that has made it a focal point for global enterprises and international investors seeking business opportunities, thus providing students with a valuable exposure to a diverse range of industries. IHU uses an alumni-tracking programme and the Career Center reports to continually refine their programme outcomes, syllabus, and curriculum to stay up-to-date with the dynamic demands of the industry.

A graduate of the **Ph.D. in Management** programme possesses a versatile skill set that prepares them for a wide range of career opportunities across various industries. Here are some potential career paths for graduates:

- **Academician/Professor:** Many Ph.D. in Management graduates pursue careers in academia, becoming professors or researchers in universities and business schools, where they contribute to the field's knowledge and educate the next generation of business leaders.
- **Management Consultant:** As management experts, graduates can work as consultants, offering strategic advice and solutions to organizations seeking to improve their performance, efficiency, and decision-making processes.
- **Executive Leadership:** Graduates may enter executive roles in various industries, such as

⁴ <https://ubys.ihu.edu.tr>

Chief Executive Officer (CEO), Chief Operations Officer (COO), or Chief Financial Officer (CFO), where they steer the organization's strategic direction and oversee its operations.

- **Research and Development Manager:** In industries focused on innovation, graduates can contribute as research and development managers, leading teams to create and implement new products, services, or processes.
- **Project Manager:** Graduates can pursue careers as project managers, responsible for planning, executing, and monitoring projects within organizations, ensuring that they are completed on time, within budget, and meet the desired objectives.
- **Government Administration:** Graduates can work in government agencies or public sector organizations, utilizing their management skills to contribute to policy development, programme management, and public administration.
- **Entrepreneur/Startup Founder:** Equipped with strong problem-solving skills, graduates may venture into entrepreneurship, founding their own startups or businesses to pursue innovative ideas and solutions.

These are just a few examples of the career opportunities available to the graduates of a Ph.D. in Management programme. The programme equips graduates with a solid foundation in management principles, leadership skills, strategic thinking, and problem-solving abilities, making them valuable assets across various industries and sectors.

The Ph.D. in Management programme meticulously prepares its graduates for the job market by providing a comprehensive blend of theoretical knowledge and advanced research skills. Through rigorous coursework, students acquire a profound understanding of various management theories and concepts, empowering them to critically analyse complex business challenges. Extensive research training equips them with the ability to conduct high-quality academic research and contribute to the advancement of knowledge in their chosen specialization. The programme's emphasis on teaching and presentation skills prepares students for potential roles in academia. Networking opportunities, collaborations with industry professionals, and exposure to international conferences enhance graduates' visibility in the academic and corporate world, further augmenting their career prospects in academia, research institutions, consulting firms, and other esteemed organizations.

Appraisal:

The doctoral programme with special focus on professional qualification for science and research is positioned convincingly due to the described profile and the pursued focus of research.

The doctoral programme is also strongly positioned outside the science and research field by taking into account the professional qualification for employment due to the described profile and the pursued focus of research.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.3	Positioning of the Doctoral Programme in the Job Market for Graduates					
1.3.1	in the research fields			X		
1.3.2	outside the research fields			X		

1.4 Positioning of the Doctoral Programmes in the Strategic Concept of the Higher Education Institution

Ibn Haldun University (IHU) is a relatively new private university located in Istanbul, Turkey. In parallel with IHU's strategic planning, According to the University Monitoring and Evaluation General Report (2022), which is based on 199 universities in Turkey and written by the Council of Higher Education (CoHE), Ibn Haldun University ranked the second in the list of universities with the highest percentage of courses that can be taken outside of the registered program, and second among private foundation universities with the highest percentage of students benefiting from scholarships provided by the university. The university also ranked fourth in the list of foundation universities with the highest amount of donations received, as well as fourth in the list of foundation universities with the highest amount of current expenditure per student. Some insights for the Ph.D. in Management Programme within the IHU's overall strategic concepts:

- **Unique Academic Approach:** The study programmes within IHU are known for its interdisciplinary and holistic approach to education. Programmes integrate social sciences, humanities, and natural sciences to provide a comprehensive, inter-disciplinary, and well-rounded academic experience. This approach sets IHU apart from traditional discipline-focused universities.
- **Emphasis on Social Sciences:** The study programmes within IHU place a strong emphasis on social sciences, offering programmes in fields such as sociology, management, international relations, psychology, economics, and political science. The university aims to foster critical thinking, analytical skills, and a deep understanding of social dynamics.
- **Research and Collaboration:** The study programmes within IHU emphasise research and aims to contribute to academic knowledge and societal development. The university promotes research collaborations with national and international partners, encouraging faculty and students to engage in research activities and scholarly pursuits.
- **Global Outlook:** The study programmes within IHU aim to foster a global outlook among its students and faculty. It strives to provide international opportunities through collaborations, exchange programmes, and participation in international conferences and projects. This internationalization focus promotes cultural diversity and cross-cultural understanding.
- **Strong Faculty:** The study programmes within IHU see to attract qualified faculty members who are experts in their respective fields. These faculty members contribute to the quality of education, research, and mentorship at the university. Their expertise enhances the academic environment and contributes to the overall positioning of the institution.

It's important to note that the positioning of universities can evolve over time, and new developments may have occurred since the latest knowledge update. For the most accurate and up-to-date information on the positioning of Ibn Haldun University among Turkish universities, it is recommended to visit the official website of the university, review rankings and evaluations, and explore independent assessments and reports on the university's performance.

Appraisal:

The goal oriented integration of the programme in the strategic concept of the higher education institution is described and presented in a comprehensive manner.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.4	The Positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution			X		

1.5 Gender Equality and Equal Opportunities

The CoHE has set fundamental guidelines and advanced attempts to institutionalise ethics in Turkish HEIs. A new code of ethics titled Ethical Code of Conduct in Turkey's Higher Education Institutions was accepted by the CoHE. In tandem with the CoHE's vision, IHU established an Ethics Studies Application and Research Centre on March 5, 2019. The aim of the Center is to gather the academic research and publication activities of the disciplines ranging from business to philosophy, communication to Islamic sciences, and political science to international relations, active within the university into a framework of a multidisciplinary research and application center querying ethical issues in their fields. Studies carried out in areas such as business ethics, bio-ethics, media ethics, political ethics, religion and ethics will be coordinated with this Center. The main goal of these studies is to initiate the development of principles shaped around universal ethical awareness in all areas of social life.

Each academic programmes at undergraduate and graduate levels seek to create its own ethical culture in coordination with IHU's institutionalisation efforts and strategic vision. For instance, ethical standards and guidelines are introduced to new students, academic and administrative staff in an orientation session at the beginning of each academic year. Some ideas for ethical concepts and rules that graduate and undergraduate students learn include: Integrity, Respect, Plagiarism and Academic Honesty, Responsible Conduct, Confidentiality and Privacy, Inclusivity and Diversity, Environmental Sustainability, Ethical Research and Innovation, Community Engagement, Personal Responsibility.

Ph.D. in Management programme at IHU deliberately supplement the introduction of ethical guidelines with ongoing discussions, workshops, and resources throughout students' university journey. This helps reinforce the principles and provide opportunities for the students to engage in ethical decision-making and critical thinking.

Several efforts have been carried out at IHU to provide the ideal learning environment for students with disabilities and to guarantee their full participation in the educational and training processes.

In this regard, the Disabled Student Unit was established on February 3, 2018. IHU has been physically designed with the aim of making it accessible to individuals with disabilities. The particular needs and requirements of these individuals, such as their physical limitations and educational needs, have been taken into consideration during the planning and design process. The structures, sises, flooring, and other details of the school and classrooms have been customised to accommodate the needs of disabled students. Furthermore, the dimensions of the spaces in the university have been specifically created based on the dimensional needs of individuals with physical disabilities, as illustrated in the attached plans, to ensure that they are able to fully participate in the educational opportunities available to all students.

Appraisal:

The higher education institution fulfils its tasks in this doctoral programme by promoting gender equality and the enforcement of general prohibitions on discrimination. A claim for disadvantage compensation for disabled students in terms of temporal and formal requirements in the programme as well as for all concluding or accompanied certificates of achievement and within the framework of aptitude testing procedures is ensured.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.5	Gender Equality and Equal Opportunities			X		

2. Admission

Every summer, the IHU routinely hosts campus visits. Candidates and students have the chance to meet the faculty at various departments, speak with existing students, and tour the campus. They get a chance to learn more about IHU's academic programmes. Prospective students might receive counselling from a call center as well. IHU offers applicants personal communication during set office hours, over the phone, and via email. The international students' registration and counselling are handled by the international office. Every step of the procedure, the requirements, the contact information, and the period for registration are stated on the IHU website.

Admission to doctoral programmes consists of the following steps:

- Applications are made to the School of Graduate Studies during the periods specified in the academic calendar. The applicants who do not completely provide the required application documents within the specified period are considered invalid.
- To evaluate the applications made to the doctoral programmes, an evaluation jury consisting of at least three academic members is formed. The jury sorts the applicants with valid applications and recommends applicants that are found suitable to join the programme.

At the evaluation stage of the applications, the information listed below is considered:

- For Ph.D. programme applications, the Grade Point Average (GPA) (minimum of 3.00/4.00 or 76.66/100) of the candidate's graduate degree,
- an exam result proving the foreign language proficiency required by the related programme-. A score of 65 at YDS/YÖKDİL, 78 at TOEFL or 67 at PTE are sufficient for admission. Students who prove their proficiency by language test scores that are approved by the University will be considered as fulfilling graduation requirement. However, students can also fulfil the graduation requirement regarding the language courses by either attending preparation programme before programme course period or taking language courses along with their programme courses during the programme semester and passing these language courses successfully.

The result of the Academic Staff and Graduate Education Entrance Exam (ALES) or an equivalent exam that is accepted by the Council of Higher Education (CoHE). The ALES exam is conducted by Student Selection and Placement Centre (ÖSYM).

- Reference letters
- Letter of intent
- The result of a written scientific evaluation exam and/or interview, if found necessary by the evaluation jury.

Applicants to the PhD programme are required to meet minimum requirements determined by the University Senate, which ensures that the minimum level announced by the Council of Higher Education (CoHE) is met. The procedures followed for evaluating the applications of these applicants are listed below:

- A grade point inside the ranges announced by the Council of Higher Education (CoHE), independent from the graduated programme grade point type or the field of proficiency is determined and announced by the university senate.
- This point is considered in the calculations as ALES point, regardless of the point type.

The applicants are required to be found successful in the written or oral scientific exam made by the evaluation jury. The result of the Academic Staff and Graduate Education Entrance Exam (ALES) is not required for international students, students with dual nationality with one being Turkish, or students of Turkish nationality who completed their undergraduate study abroad. The calculation criteria that will be considered for the evaluation of the applications of these applicants are determined by the university senate. The documents required for graduate programmes student registrations are listed below:

- The original version and copy of the bachelor/master diploma or temporary graduation document (masters diploma for doctorate registration with master's degree)
- The original version and copy of the master's transcript
- ALES exam result document with verification
- Foreign language proficiency certificate (proving that the student meets a the requisite proficiency in Foreign Language Proficiency Exam (YDYS) or other national/international exams that are acceptable by the Council of Higher Education (CoHE) and the University Senate
- The original version and copy of the national ID or passport
- 4 passport photographs (taken within the last six months)
- For applicants of Turkish nationality that graduated from an institution abroad, the original version and copy of the diploma equivalency certificate

- For male applicants, military service document.

The study programmes at IHU adhere to highest standards of transparency in the admission process which is crucial for maintaining fairness and accountability as a requirement of CoHE. Here is a description of how the admission procedure at IHU can be documented, accessible, and based on transparent criteria, with decisions communicated in writing:

- **Admission Guidelines:** IHU has a clear and comprehensive admission guideline that outline the criteria and requirements for admission. These guidelines are easily accessible to interested parties, such as prospective students and their parents.
- **Published Policies:** The admission policies and procedures at IHU are documented and made publicly available. They can be accessible on the institution's website, in brochures, or in admissions handbooks. These documents should clearly state the steps involved in the admission process and the criteria for evaluation.
- **Transparent Criteria:** The admission criteria at IHU are transparent, well-defined, and based on relevant factors such as academic qualifications, standardised test scores, interviews, portfolios, or other specific requirements. IHU clearly communicates the weighting of each criterion and how they are used in the evaluation process.
- **Application Forms:** IHU provides a standardised application form that collects necessary information from applicants. The form clearly states the required documents, deadlines, and any additional materials that need to be submitted.
- **Timelines and Deadlines:** IHU clearly communicates the application timelines, including the opening and closing dates for applications, as well as any specific deadlines for document submission, interviews, or tests. IHU ensures that this information is readily available to interested parties.
- **Selection Committee:** IHU establishes a selection committee or admission board for graduate study programmes, consisting of qualified individuals who are trained in evaluating applications and making informed decisions. The committee follows the established criteria and ensure consistency and fairness in the evaluation process.
- **Written Communication:** After evaluating applications, the admission decision is communicated to applicants in writing. This is done through formal admission letters or emails. The communication clearly states whether the applicant has been accepted, rejected, or placed on a waiting list. If additional conditions or requirements need to be fulfilled, they are clearly mentioned.
- **Appeals and Feedback:** IHU establishes a process for applicants to appeal admission decisions and provide feedback. This allows applicants to seek clarification or address any concerns they may have regarding the decision-making process.

Appraisal:

Admission conditions and procedures are properly defined and transparent.

The selection procedure satisfies the legal requirements.

The decision on admission is based on transparent criteria and it is clearly communicated; rejections are reasoned. The responsibilities are clearly regulated.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
2.	ADMISSION					
2.1	Admission conditions and procedures			X		
2.2	Selection Procedure			X		
2.3	Transparency of the Decision on Admission			X		

3. Implementation

3.1 Structure

Projected study time	4 years / 8 semesters
Number of Credit Points (CP)	24 credits / 247 ECTS
Workload per CP	1 ECTS credit: 30 hours of workload
Number of courses	8 Courses + 1 Seminary Courses + Qualification + Proposal + Thesis
Number of contact hours	378 Hours in Class

The expected length of study Ph.D. for all programmes is four years in Turkey. Two semesters or 28 weeks of theoretical instruction make up the academic year (fall and spring terms). The workload is distributed over eight semesters rather equally (it differs between 30-40 ECTS credits per semester).

The curricula include the compulsory common courses determined the CoHE along with the theoretical courses and practices that will take place during the academic year and semesters, workshops, their ECTS credit values, the number of hours, and the information on whether the courses are compulsory, elective or prerequisite. ECTS credits of educational activities such as internship, graduation work, and thesis are also specified in the curriculum.

ECTS is a credit system based on the workload of the student. ECTS refers to all the studies for a student to complete a course successfully such as theoretical course, practices, seminar, individual study, exams, assignments, and so on. ECTS credits of the courses are determined according to their workload.

Graduation requirements for Ph.D. in Management: To graduate from Ph.D. Programme in Management, 24 credits in total and nine courses having 247 ECTS credits which include eight courses and one seminar course must be taken. Five of these courses are compulsory and four of them are elective. Moreover, as required by the Multilingualism Policy some level of proficiency in English, Turkish and Arabic (or in another language except for Arabic) is required as a condition for graduation for the students of the graduate programmes subject to this policy.

The course descriptions cover every course offered by the Ph.D programme. The descriptions include details about the Credit Points, the lecturer(s), the teaching language, the subject matter,

the learning objectives and outcomes, the teaching strategy, the evaluation, and suggested readings.

The norms outlined in the IHU decrees, which are incorporated into the University's Academic Policy, serve as the foundation for the study and examination regulations for the programme. Exam performance levels are in line with the module's learning objectives. Before the semester starts, timetables and academic calendar are fully disclosed. The university's Student Affairs Department is where students may access all the information.

Students who have already completed a course at another higher education institution may request an exemption. The Board of Governors of the school makes decisions about exemption requests and takes the lecturer in charge of the subject that can be substituted into account.

Having been signed in 2006 and coming into effect in 2007, the Lisbon Recognition Convention. All universities abide by the guidelines established nationally, and the ENIC/NARIC Office, which was founded under the Council of Higher Education, is the organisation responsible for the recognition of foreign degrees.

One of the main working areas of Turkey's Bologna Process implementations, along with the Diploma Supplement, has been ECTS activities. In particular, Turkish institutions have concentrated on how to adapt their credit and grade systems to the ECTS principles over the past two years, taking into account student workload as well as the learning goals, skills, and competencies that define the degree. To represent the student workload, learning objectives, competencies, and abilities in ECTS, teams of ECTS/DS Coordinators have been established at several universities to carry out the ECTS/DS activities at departmental, faculty, and university levels. The independent national credit system based on theoretical or practical hours per week is used by all HEIs in Turkey. As a result, the weekly lecture hours plus half of the weekly laboratory or practical hours are equivalent to the credits assigned per semester to a particular course.

Doctoral degree regulation

The exam calendar, national and religious holidays, and any other sporadic breaks are all communicated to students at the start of each academic year. Course descriptions and the student information system under the OBS are used to convey information about academic performance evaluations and tests. Traditionally, the course descriptions are distributed to the students and thoroughly described in the first lecture of each subject. Each course has an area in the online learning system of the university, called the "Canvas" system, where teachers can post course descriptions, study materials, extra reading assignments, and/or connections to helpful resources.

Each course typically employs 14-week time periods for lectures and other learning materials. Students take their in-class midterm exams in the sixth or seventh week. They continue their curriculum for a further six to seven weeks after the midterm exams. Students get ready for their final exams to be taken in class when the second cycle is finished. Alternatively, take home exams or term projects might be assigned by lecturers.

An academic advisor is appointed to each student. Advisors assist students in making track and elective course selections, provide answers to their academic issues, answer their queries, and assist them in achieving their own career goals. During office hours, students can meet with their advisors, or they can get in touch with them at any time using OBS.

Appraisal:

The structure corresponds with the objectives of the doctoral programme and it properly connects the range of courses with the research tasks of the doctoral students. However, the panel criticise that there is (1) no standardised (i.e. consistent) approach to ECTS Credit allocation and (2) the calculation method of ECTS Credits is not in accordance with the European Standards as it is based primarily on teaching hours and not on overall workload. This leads to inconsistencies and sometimes ambiguities in the labelling of ECTS credits (see chapter 3.2). In addition, the information on ECTS credits provided on the website (<https://sgs.ihu.edu.tr/en/>) does not correspond to the information provided in the curriculum. Hence, they recommend the following **condition**:

The HEI integrates a consistent calculation of ECTS credits according to the ECTS User's Guide 2015.

The structural requirements of the doctoral programme are accounted for by taking into account the national and higher education specific requirements in a doctoral degree regulation.

In terms of law and of fact the status is regulated properly.

The range of courses are described according to content, scope/duration, requirements, required reading, degree and the qualifications/competencies (outcome oriented) to be achieved.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.1	Structure					
3.1.1	Structural Setup of the Doctoral Programme				X	
3.1.2	Doctoral Degree Regulations			X		
3.1.3	Status of the Doctoral Students			X		
3.1.4	Module Description			X		

3.2 Content

Ph.D. in Management Programme is taught in English. Therefore, learning and teaching materials, including textbooks and other materials, are available in English.

Ph.D. in Management programme adopts a doctoral process similar to the ones in the USA. Thus, the Ph.D. Qualifying Exam is a very challenging endeavor that takes a complete semester to be

prepared for where the students are expected to cover the main subjects of the field and to establish a strong background. The process involves a committee of five professors, with the requirement that at least two of them must be an independent professor from a different university.

The exam is composed of two components:

- The students will sit for a comprehensive written exam addressing several sub-disciplines in management.
- If they pass the oral session (min. 70/100) there will be an oral exam in front of a jury, including two external members.

The written exam stage likely involves a written examination where students are assessed on their understanding of the programme's content, research methodologies, and relevant literature. This stage serves as an initial assessment of the candidate's knowledge. The written part also serves to evaluate academic writing qualifications of the student. Following the written exam, successful candidates proceed to an oral examination. This stage typically involves a more in-depth discussion of the candidate's research proposal, academic background, and their understanding of the subject matter. The oral exam provides an opportunity for the committee to evaluate the candidate's critical thinking, communication skills, and depth of knowledge.

The students are monitored and supervised by an advisor, either the programme chair or a supervisor, in accordance with their individual interests. Assigned supervisor ensures that their choices align with the overall objectives of the programme.

Thesis supervision involves a dynamic and collaborative relationship between the student and advisor. The process begins with the development and refinement of a research proposal, outlining the objectives and methodologies. Advisors guide students through an extensive literature review to establish a solid foundation within the academic context. Collaboratively, they shape the research design, methodology, and data collection. Advisors assist in data analysis, interpretation, and drawing conclusions. Throughout the writing process, advisors provide feedback on drafts, ensuring clarity, organisation, and adherence to academic standards. Regular communication and mutual respect are paramount, as the advisor-student relationship evolves from initial discussions to the preparation for the thesis defence. The level of supervision may vary, but effective guidance and support facilitate a successful Ph.D. thesis completion.

Students who successfully completed the Seminar Course by the end of their second semester for thesis-based programmes, are asked to present a thesis proposal to jury members. Before these presentations, students are expected to submit a draft proposal including the thesis topic, the initial review of the related literature, conceptual framework, research model, hypothesis and variables. Jury members are responsible to evaluate the initial performance of the students during the interview and are expected to supervise students for possible improvement areas on the thesis proposal and its contents. By the end of the interview, students are given an extra time until the final exams to submit the revised version of their second draft proposals including the confirmation of a supervisor with signature.

Curriculum of Ph.D. in Management (English)

The following table details the curriculum of the Ph.D. in Management (English language)

Table 2 - Curriculum

1st Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
MAN 601	Advanced Research Methods I	3	0	3	8
MAN 681	History of Management Thought	3	0	3	8
MAN ...	Departmental Elective Course	3	0	3	8
MAN ...	Departmental Elective Course	3	0	3	8
	Language Courses				
Total				12	32

2nd Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
MAN 600	Seminar	3	0	0	8
MAN 602	Advanced Research Methods II	3	0	3	8
MAN 682	Theoretical Perspectives and Research in Strategic Management	3	0	3	8
MAN ...	Departmental Elective Course	3	0	3	8
MAN ...	Departmental Elective Course	3	0	3	8
	Language Courses				
Total				12	40

3rd Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
MAN 697	PhD Qualifying Exam	0	0	0	30
Total				0	30

4th Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
MAN 698	PhD Thesis Proposal	0	0	0	30
Total				0	30

Third and Fourth Year					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
MAN 699	PhD Thesis	0	0	0	120

Total	0	120
Grand Total	24	252

REQUIRED COURSES					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
MAN 600	Seminar	3	0	0	8
MAN 601	Advanced Research Methods I	3	0	3	8
MAN 602	Advanced Research Methods II	3	0	3	8
MAN 681	History of Management Thought	3	0	3	8
MAN 682	Theoretical Perspectives and Research in Strategic Management	3	0	3	8

DEPARTMENTAL ELECTIVE COURSES					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
MAN 603	Organisation Theory	3	0	3	8
MAN 604	Theoretical Perspectives and Research in International Business	3	0	3	8
MAN 605	Special Topics in Organizational Behaviour	3	0	3	8
MAN 610	Special Topics in Finance	3	0	3	8
MAN 623	Marketing Theory	3	0	3	8
MAN 631	Capital Markets and Portfolio Theory	3	0	3	8
MAN 632	Special Topics in Corporate Finance	3	0	3	8
MAN 633	Special Topics in Islamic Finance	3	0	3	8
MAN 634	International Financial Markets and Derivatives	3	0	3	8
MAN 635	Big Data and Business Analytics	3	0	3	8
MAN 662	Management of Technology and Innovation	3	0	3	8
MAN 664	Operations and Supply Chain Management	3	0	3	8
MAN 668	Special Topics in Information Systems	3	0	3	8
MAN 683	Advanced Multivariate Data Analysis	3	0	3	8
MAN 684	Econometrics for Finance	3	0	3	8
ECON 602	Advanced Macroeconomics	3	0	3	8
ECON 603	Advanced Microeconomics	3	0	3	8
MAN 603	Organisation Theory	3	0	3	8
MAN 604	Theoretical Perspectives and Research in International Business	3	0	3	8

MAN 605	Special Topics in Organizational Behaviour	3	0	3	8
MAN 610	Special Topics in Finance	3	0	3	8
MAN 623	Marketing Theory	3	0	3	8
MAN 631	Capital Markets and Portfolio Theory	3	0	3	8

LANGUAGE COURSES						
Code	Course Name	Hours		Credit	ECTS	Prerequisite
		Theory	Practice			
ARA 501	Basic Arabic I	1	4	0	5	*
ARA 502	Basic Arabic II	1	4	0	5	*
ARA 503	Intermediate Arabic I	1	4	0	5	*
ARA 504	Intermediate Arabic II	1	4	0	5	*
ARA 505	Advanced Arabic I	1	4	0	5	*
ARA 506	Advanced Arabic II	1	4	0	5	*
ARA 507	Intensive Basic Arabic	2	8	0	10	*
ARA 508	Intensive Intermediate Arabic	2	8	0	10	*
FRE 501	Basic French I	1	4	0	5	*
FRE 502	Basic French II	1	4	0	5	*
FRE 503	Intermediate French I	1	4	0	5	*
FRE 504	Intermediate French II	1	4	0	5	*
GER 501	Basic German I	1	4	0	5	*
GER 502	Basic German II	1	4	0	5	*
GER 503	Intermediate German I	1	4	0	5	*
GER 504	Intermediate German II	1	4	0	5	*
GRE 501	Basic Greek I	1	4	0	5	*
GRE 502	Basic Greek II	1	4	0	5	*
HEB 501	Basic Hebrew I	1	4	0	5	*
HEB 502	Basic Hebrew II	1	4	0	5	*
LAT 501	Basic Latin I	1	4	0	5	*
LAT 502	Basic Latin II	1	4	0	5	*
PERS 501	Basic Persian I	1	4	0	5	*
PERS 502	Basic Persian II	1	4	0	5	*
PERS 503	Intermediate Persian I	1	4	0	5	*
PERS 504	Intermediate Persian II	1	4	0	5	*
PERS 507	Intensive Basic Persian	2	8	0	10	*
PERS 508	Intensive Intermediate Persian	2	8	0	10	*
SPA 501	Basic Spanish I	1	4	0	5	*
SPA 502	Basic Spanish II	1	4	0	5	*

SPA 503	Intermediate Spanish I	1	4	0	5	*
SPA 504	Intermediate Spanish II	1	4	0	5	*
TLL 501	Basic Ottoman Turkish	1	4	0	5	*
TLL 502	Intermediate Ottoman Turkish	1	4	0	5	*
TLL 503	Advanced Ottoman Turkish I	1	4	0	5	*
TLL 504	Advanced Ottoman Turkish II	1	4	0	5	*
TLL 505	Ottoman Paleography and Diplomatica	1	4	0	5	*
TLL 506	Advanced Readings in Ottoman Historical Texts	1	4	0	5	*
TLL 507	Intensive Basic Ottoman Turkish	2	8	0	10	*
TLL 508	Intensive Intermediate Ottoman Turkish	2	8	0	10	*
TUR 501	Basic Modern Turkish I	1	4	0	5	*
TUR 502	Basic Modern Turkish II	1	4	0	5	*
TUR 503	Intermediate Modern Turkish I	1	4	0	5	*
TUR 504	Intermediate Modern Turkish II	1	4	0	5	*
TUR 505	Advanced Readings in Modern Turkish I	1	4	0	5	*
TUR 506	Advanced Readings in Modern Turkish II	1	4	0	5	*
TUR 507	Intensive Basic Modern Turkish	2	8	0	10	*
TUR 508	Intensive Intermediate Modern Turkish	2	8	0	10	*

*Approval of School of Languages

Some possible paths towards specializations:

- Strategic Management and Leadership: Strategic Decision-Making, Leadership Types, Evolution of Management Theories, Technology and Innovation
- Research Methodology and Data Analytics: Qualitative and Quantitative Research Methods, Research paradigms, Literature Review and Theoretical Frameworks, Big Data and Business Analytics,
- Organisational Behaviour and Human Resource Management: Organization Theory, HR practices, Change Management and Organizational Development, Motivation Theories
- Global Business and International Management: International Business, Multinational Business Strategies, Global Business Management

In accordance with the Multilingualism Policy, students enrolled in graduate programmes under this policy are mandated to demonstrate a certain level of proficiency in English, Turkish, and Arabic (or another language other than Arabic) as a prerequisite for graduation. B1 level proficiency in English, B1 level proficiency in Turkish and A2 level proficiency in Arabic are required for Ph.D. Programme in Management. Since the language courses offered in this programme will be opened as non-credit, reserving the condition to pass them successfully, grades gained from these courses will not be added to the Grade Point Average.

Logic and Conceptual Consistency

The HEI lists key elements that contribute to ensuring logic and conceptual consistency in the Ph.D. program:

- **Clear programme Objectives:**
Ph.D. programme aims to educate Ph.D. holders with the highest level of expertise in the field of Management who are able to construct independent research and produce publications in top-tier academic journals.
- **Structured Curriculum:**
Our curriculum is structured in a way to train the students in terms of teaching and research excellency in the field of Management.
- **Research Focus and Alignment:**
The programme aims to ensure that the students focus on various sub-disciplines of Management Sciences such as Human Resources, Finance, Quantitative Methods, and Marketing.
- **Integration of Theory and Practice:**
The programme aims to equip students with both the theoretical foundations and the practical skills needed to excel in their research and contribute to their respective fields.
- **Consistent Evaluation and Assessment:**
Students are expected to write academic texts, defend and discuss them with their colleagues. This is included in the programme in order for them to achieve academic excellence.
- **Supportive Academic Environment:**
The programme aims to encourage the Ph.D. students to collaborate with other students and faculty members not only in their courses but also in their independent research studies/projects. To achieve this goal, The HEI regularly organise academic seminars within the department.

Ph.D. in Management programme revolves around cultivating a robust theoretical foundation. The programme is designed to provide students with an intellectually stimulating and academically rigorous learning environment. Active learning methodologies, such as interactive discussions and research workshops, encourage students to engage deeply with theoretical concepts and research methodologies. Collaborative group projects and reflective exercises promote critical thinking and analytical skills, all in service of reinforcing a strong theoretical background. By integrating active classroom technologies and experiential learning, the programme fosters a comprehensive understanding of advanced management theories, empowering students to become independent and innovative scholars with a solid theoretical base in the field of management research.

Ibn Haldun University is committed to providing *a dynamic and innovative learning experience* for its students. IHU understands that the lecture-style approach to teaching is not always effective and has, therefore, incorporated a range of modern and innovative teaching techniques:

- One such technique is group and peer work, where students work collaboratively on projects and assignments. This approach promotes teamwork, communication, and problem-solving skills, which are essential in the modern workplace.
- Mind mapping and one-minute/sentence summaries are also incorporated into teaching

methods. These techniques allow students to synthesise and summarise complex information quickly, promoting retention and recall of key concepts.

- This student-centered approach guarantees the application of the learnt material in practice. This way of instruction serves the objective of gaining 21st century skills. These skills include critical thinking, problem-solving, creativity, communication, collaboration, media literacy, technology literacy, and social and cross-cultural skills. They are not just limited to technical proficiency, but also encompass social and emotional intelligence, and the ability to think creatively and innovatively.
- The Coordination of Learning and Teaching at the university provides individual support for lecturers to integrate active learning techniques and educational technologies into their courses in order to provide a fruitful environment to develop these skills. Another subject of support that CILT provides for lecturers is the LMS Canvas.

Science and Research Based Teaching

Ph.D. students are trained as research fellows (RF) or teaching fellows (TF) in line with the objectives of the programme. While RF students actively participate in academic research and publication activities, TF students actively participate in educational activities at the School of Business.

Students are actively encouraged to contribute to the academic discourse by promoting publication in reputable journals. Besides, TF students are entitled to grade exams and organise and supervise practical sessions and discussion sessions.

Finally, as part of their academic journey, for Ph.D. candidates, it is necessary to publish their dissertations in a journal that is at least indexed in Scopus.

Focus of the Curriculum on Qualification and Competency Development

Our programme prepares the students for competence in two main areas: educational excellence and research excellence. For educational qualification, the TF programme described above has been developed. For the research qualification, activities such as doctoral courses, qualifying examination, dissertation, an article at least indexed in Scopus as graduation requirement and taking part in faculty members' research projects have been designed. Specifically, RF students actively participate in academic research and publication activities.

Technical Offers

In order to provide the students with research skills, they are well trained in the proper use of qualitative and quantitative research methods. The most popular statistical software such as SPSS and R and advanced research methods such as SEM are included in the curriculum. The students can also choose a qualitative approach for their research. They are provided with the philosophical background and the necessary software in the relevant courses.

Multidisciplinary Qualifications

Management Science is an interdisciplinary field by nature. The students receive an education

covering many disciplines such as philosophy, sociology, psychology, economics, statistics, advanced mathematics, accounting, finance, organizational behavior, economic history and business ethics. In order to accumulate and integrate relevant knowledge in these fields, they both take theoretical courses and the proficiency exam. Ibn Haldun Ph.D. programme in Management specifically offers a diverse range of courses that attract different interests and career goals. After completing these stages, the student chooses a thesis topic that is related to some of the basic disciplines listed above. This should be seen as a practical proof of the multidisciplinary characteristics of the program.

Through a variety of instructional methods and tactics that promote the fusion of numerous academic fields, IHU students are trained to be adept in interdisciplinary thinking. The following represent a few concrete strategies to encourage transdisciplinary thinking among the students: Experiential Learning, Critical Thinking and Reflection, Faculty Collaboration, Collaborative Projects, Interdisciplinary Courses, Guest Speakers and Experts, Research Opportunities.

Curriculum design, group projects, chances for experiential learning, and a concentration on critical thinking are all part of building a learning environment that values and fosters interdisciplinary thinking. Students can acquire the abilities and mentality required for comprehensive problem-solving and innovation in an increasingly complicated world by involving them in multidisciplinary experiences.

Appraisal:

The concept of the doctoral programme (profile elements, unique selling points etc.) and the concrete implementation of the learning objective are matched with each other. The competency concerning enhanced participation in the research field is the issue at the heart of the implementation.

The teaching presents the current status of scientific knowledge in accordance with objectives and it takes into account the associated relevant research.

The events are aimed at qualification and competency development and are sensible linked to one another. The goals of a doctoral degree according to the national qualification framework are fulfilled.

The offer covers the relevant requirements of discipline to achieve the pursued research competency of the doctoral students. It corresponds with the focus of research of the scientists and doctoral students involved in the programme. The courses on different research methods and approaches to science are part of the curriculum.

Multidisciplinary qualifications in the doctoral programme are communicated in a target appropriate manner. It especially enables the doctoral students to discuss the knowledge gained in the specialised fields with their colleagues, to present it in front of an academic audience and to communicate it to laymen. It promotes the ability to manage a team and to carry forward the social, scientific or cultural progress in their respective professional environment.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.2	Content					
3.2.1	Logic and Conceptual Consistency			X		
3.2.2	Science and Research Based Teaching			X		
3.2.3	Focus of the Curriculum on Qualification and Competency Development			X		
3.2.4	Technical Offers			X		
3.2.5	Multidisciplinary Qualifications			X		

3.3 Examination Procedures

The overall term grade is determined based on two main evaluation criteria (Midterm Activities and Final Exam). The Midterm Activities may be a midterm exam, a project, homework, workshops, peer evaluations, self-evaluation reports or interactive discussions. All activities are clear, structured and clearly communicated to the students.

Midterm marks are released prior to the final exam. A final exam is scheduled following the end of the semester. Students prior to the final exam are acknowledged via IHU webpage at least a month ago. The majority of exams taken at the IHU are on-site, as classic exams or as a term project.

Any course grade serves as a measure of a student's academic performance. The final grade is made up of at least 30% of the final exam, and the remaining percentage is determined by how well students performed in other types of assessment (such as midterm exams, homework assignments, presentations, projects, quizzes, and papers). The weight of assessment and evaluation criteria in determining semester grades cannot exceed 60%.

Grade points range from 0 to 100 and are translated into letter grades and grade points on a 0 to 4 scale. A score of 60 is required to pass. Students must, on average, accrue 60 points from grade-related factors in order to pass a course.

Transparency is deemed essential in the announcement of all assessment and evaluation results. The results must be announced within two weeks. A faculty member is obliged to give feedback on evaluation results and methods upon the request of the student.

At the end of the semester, the faculty member will enter the grades in the student information system within five working days after the last day of the final exams.

Full-time or part-time instructors are required to outline their evaluation criteria for each course in the syllabus, along with details on how the exams will be graded. The OBS system has these course outlines. The academic schedule is made known to the students via the IHU Internet web page at the start of each semester. Midterm and final exam times are defined in the typical academic calendar.

Table 3 - Grades expressed in letters

Final Grade	Coefficient	Description
A+	4.0	Successful
A	4.0	Successful
A-	3.7	Successful
B+	3.3	Successful
B	3.0	Successful
B-	2.7	Conditionally successful
C+	2.3	Conditionally successful
C	2.0	Conditionally successful
F	0.0	Unsuccessful
IA	0.0	Unsuccessful due to Incomplete Attendance

Table 4 - The grades of the Master's and Ph.D. courses:

Final Grade over 100	Final Grade	GPA	Description
	A+	4.0	Successful
95.00-100.00	A	4.0	Successful
90.00-94.99	A-	3.7	Successful
85.00-89.99	B+	3.3	Successful
80.00-84.99	B	3.0	Successful
75.00-79.99	B-	2.7	Successful
70.00-74.99	C+	2.3	Conditionally Successful
65.00-69.99	C	2.0	Conditionally Successful
0.00-64.99	F	0.0	Failed

Students have to defend their thesis orally in front of the jury. In order for the thesis to be finalised, at least three thesis monitoring committee reports must be submitted.

The thesis jury is appointed with the recommendation of the advisor and the head of the Graduate School and the approval of the Graduate School Executive Board. The jury consists of five members including the advisor, at least two of whom are from outside the University. The second thesis advisor can take part in the jury without the right to vote.

The defense exam consists of the presentation of the thesis study followed by a question and answer session. The thesis defense meeting is open to the participation of the audience consisting of academic staff, graduate students and experts in the field.

After the completion of the thesis examination, the jury decides on acceptance, rejection or correction of the thesis by absolute majority, closed to the audience. This decision is notified by the Graduate School within three days following the thesis examination. The Institute is notified with a report. Students whose thesis is accepted are evaluated as successful.

At Ibn Haldun University, the thesis should be prepared in line with the Thesis Guidelines of the Graduate School. The topics selected for thesis studies are in line with the programme outcomes and enable the students to apply the methodological tools taught during the program.

The theses that use a survey design should receive an Ethic Board approval to conduct the research and all theses are subject to less than 20 % similarity criterion using the Turnitin programme. Rigorous checks, including similarity and language assessments, are conducted to uphold academic integrity. Moreover, as part of their academic journey, for Ph.D. candidates, it is necessary to publish their study in a journal that is at least indexed in Scopus.

Appraisal:

The examinations are composed in such a manner that the achieved qualifications and competencies can be determined and assessed. This includes, above all, that the certificates of achievement aim for a systematic understanding of the research discipline and the control of the research methods which are applied in this field of research.

The examinations are properly organised in terms of number, distribution, process, form registration etc. The disadvantage compensation is regulated.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.3	Examination Procedures					
3.3.1	Examinations			X		
3.3.2	Organisation of the Examination Procedure			X		

3.4 Didactic Concept

Didactic concepts and teaching methods

Each semester, the course instructor prepares a detailed syllabus outlining the course content, practices, sources, assessment and evaluation methods, and other pertinent information.

To succeed in the course, students are required to attend a minimum of 70 % of the classes, as well as practical sessions. Furthermore, they must participate in all assessment and evaluation processes and other activities specified in the syllabus by the course instructor.

Faculty members may use assignments, practices, in-class activities, or other forms of evaluation, besides examinations. The final success grade is calculated based on all assessment and evaluation results, activities completed during the semester, attendance, and participation.

PhD in Management programme revolves around cultivating a robust theoretical foundation. The programme is designed to provide students with an intellectually stimulating and academically rigorous learning environment. Active learning methodologies, such as interactive discussions and research workshops, encourage students to engage deeply with theoretical concepts and

research methodologies. Collaborative group projects and reflective exercises promote critical thinking and analytical skills, all in service of reinforcing a strong theoretical background. By integrating active classroom technologies and experiential learning, the programme fosters a comprehensive understanding of advanced management theories, empowering students to become independent and innovative scholars with a solid theoretical base in the field of management research.

One crucial technique is group and peer work, where students work collaboratively on projects and assignments. This approach promotes teamwork, communication, and problem-solving skills, which are essential in the modern workplace.

Canvas, a cloud-based learning management system (LMS) adopted by the university, allows lecturers to manage and deliver educational materials.

Course assessment and evaluation include at least one midterm and one final exam per semester. In addition, faculty members may use assignments, practices, in-class activities, or other forms of evaluation. The final exam and make-up exams are written, but the course instructor may decide to use oral, written, or applied exams. The final success grade is calculated based on all assessment and evaluation results, activities completed during the semester, attendance, and participation.

The curricula of the study programmes linked with learning outcomes as methodological competences of a sufficient degree. Student counselling runs smoothly and takes care of methodological matters. Since all courses end with written exams, which frequently provide a wealth of evidence supporting scientific work, there is an incorporation of methodological features into the curriculum.

Effective curricula of all programmes possess several methodological features that contribute to meaningful and impactful learning experiences provided for IHU students at undergraduate and graduate levels. Key methodological features for effective curricula include:

- **Active Learning:** IHU promotes active learning strategies that engage students in the learning process. This can include hands-on activities, group work, discussions and case studies. Active learning encourages critical thinking, problem-solving, and collaboration.
- **Alignment with Academic Goals:** The curriculum aligns with the educational goals and mission of the IHU. It should reflect the desired knowledge, skills, and competencies that students are expected to acquire upon completion.
- **Assessment Strategies:** IHU design varied and authentic assessment methods that align with the learning outcomes. Assessments should measure both knowledge acquisition and the application of skills and concepts. Provide timely and constructive feedback to guide students' progress.
- **Clear Learning Outcomes:** A curriculum clearly defines the intended learning outcomes for students. These outcomes should be specific, measurable, achievable, relevant, and time-bound (SMART). Clear learning outcomes help guide the design and assessment of the curriculum.
- **Continuous Improvement:** IHU implements mechanisms for ongoing evaluation and improvement of the curriculum. Seek feedback from students, faculty, and other stakeholders to identify areas for enhancement and incorporate best practices.
- **Differentiated Instruction:** IHU recognises and accommodate diverse learning needs and styles by incorporating differentiated instruction strategies. Provide multiple avenues for students to access and demonstrate their understanding of the content.
- **Flexibility and Adaptability:** IHU designs a curriculum that allows for flexibility and adaptability to accommodate changing needs, emerging trends, and advancements in the field. This

enables the curriculum to stay relevant and responsive to evolving educational landscapes.

- **Integration of Technology:** IHU integrates appropriate educational technologies and digital resources to enhance learning experiences. Technology can facilitate interactive and multimedia-rich content, promote collaboration, and provide personalised learning opportunities.
- **Interdisciplinary Connections:** IHU fosters interdisciplinary connections by integrating content and skills from different disciplines while encouraging students to make connections across subjects, promoting a holistic understanding of knowledge.
- **Professional Development:** IHU supports faculties and staff with professional development opportunities to enhance their instructional strategies, content knowledge, and assessment practices. Invest in their growth to ensure the delivery of an effective curriculum.

Progression and Sequencing: IHU ensures a logical progression and sequencing of content and skills throughout the curriculum. Build upon prior knowledge and scaffold learning experiences to facilitate deeper understanding and mastery.

Students at the center of teaching and learning mechanisms are encouraged to think conceptually and to learn how to obtain, synthesise, and evaluate data in related courses. Hence, the courses teach students how to execute academic work, master methodology, and comprehend and contrast study materials from specialised sources. Examples of courses that include scientific methods:

- **MAN 601 Advanced Research Methods** course requires students to adapt highly specific statistical softwares like SPSS or AMOS. Furthermore, they have to learn and use Structural Equation Modeling (SEM) as a confirmatory factor analysis technique. This is a basic example of how a PhD course integrates technology to the program.
- **MAN 601 Organisational Theory** course is a pure theoretical course but each week students present a theoretical issue and a real case or a research paper in the field related to the theory discussed in the class. This helps students to develop professional skills in management. As a learning outcome students become able to analyse the structural problems in any organization after having this course.
- **MAN 681 History of Management Course** is a unique opportunity for each PhD candidate to write a proper PhD thesis. In this course participants will comprehend managerial thoughts from ancient times to the present time. The main learning outcome of the course is to enhance the analytical capacity of the students.
- **MAN 631 Capital Markets and Portfolio Theory** integrates statistical methods and finance theory. In this course, students are also introduced to learn the nature and the functions of capital markets. This will give the students the ability to understand how world capital markets are functioning. After having this course, a PhD candidate will be able to analyse problems in the capital markets and will be ready to write a PhD thesis about a specific problem in the area.

Networking of the Doctoral Students

The PhD programme includes a Seminar course in the second semester with the aim of providing opportunities to meet fellow doctoral students and faculty members. Each session given by another faculty member covers specific methodological tips and tricks and theoretical discussions. Instructors are expected to introduce their field of study and support students to develop and design a proper research question and methodology.

In order to develop their academic networks, the students are encouraged to participate in national and international scientific conferences throughout their educational life. At this point, research fund support is provided to them. Thus, the students have the opportunity to meet, exchange ideas with other Turkish and international researchers and to carry out joint articles and scientific studies.

Students are encouraged to join academic social media platforms such as ResearchGate, Academia.edu, and LinkedIn and connect with researchers, follow relevant groups, and participate in discussions.

Each research fellow (RF) and teaching fellow (TF) student is assigned to a faculty member in order to provide guidance, support, and valuable connections in his/her academic journey. Various duties given by the supervisor enhance student's understanding of the field and bring experience in research and teaching.

At Ibn Haldun, in general, there are many workshops available on academic writing, publishing, and other professional development topics. Students are encouraged to attend these events and create a strong professional network.

Scientific Supervision

An academic advisor is appointed to each student. Advisors assist students in making track and elective course selections, provide answers to their academic issues, answer their queries, and assist them in achieving their own career goals. During office hours, students can meet with their advisors, or they can get in touch with them at any time using digital communication tools.

Besides, each RF and TF student is assigned to a faculty member in order to provide guidance, support, and valuable connections in his/her academic journey. Various duties given by the supervisor enhance student's understanding of the field and bring experience in research and teaching.

At the PhD level, thesis supervision involves a dynamic and collaborative relationship between the student and advisor. The process begins with the development and refinement of a research proposal, outlining the objectives and methodologies. Advisors guide students through an extensive literature review to establish a solid foundation within the academic context. Collaboratively, they shape the research design, methodology, and data collection. Advisors assist in data analysis, interpretation, and drawing conclusions. Throughout the writing process, advisors provide constructive feedback on drafts, ensuring clarity, organisation, and adherence to academic standards. Regular communication and mutual respect are paramount, as the advisor-student relationship evolves from initial discussions to the preparation for the thesis defence. The level of supervision may vary, but effective guidance and support facilitate a successful PhD thesis completion.

Appraisal:

The didactic concept of the doctoral programme is developed in accordance with the objectives. It is particularly aimed at enabling doctoral students to be able to carry out critical analyses, evaluations and syntheses of new and complex ideas.

The courses are executed according to the didactic concept.

In accordance with the objectives, the programme promotes the exchange of experiences and research results among the doctoral students and it contributes towards the broadening of the research based knowledge.

The interaction of the doctoral students is organised in a theme oriented manner.

Being allocated to a supervisor both in fact and in law secures a continual and intensive professional, methodological and scientific supervision of the doctoral students. A corresponding planning in the time budget is ensured.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.4	Didactic Concept					
3.4.1	Logic and Comprehensibility of the Didactic Concept			X		
3.4.2	Diversity of the Teaching Methods			X		
3.4.3	Networking of the Doctoral Students			X		
3.4.4	Scientific Supervision			X		

3.5 Professional Competencies/Employability

The objective of IHU Business School is to introduce novelty and originality into the academic syllabus and pedagogical initiatives to equip students with the necessary knowledge, skills and competencies to enable them to pursue their desired career paths.

With a strong theoretical foundation, Ph.D. graduates possess deep insights into management principles and cutting-edge research within their specialization. This expertise allows them to analyse complex business challenges and devise innovative solutions. A strong theoretical background also fosters creativity and innovativeness, allowing Ph.D. graduates to devise novel solutions and embrace emerging trends in management research and practice.

Equipped with advanced research capabilities, Ph.D. holders can conduct rigorous investigations, contribute to the body of knowledge, and publish impactful scholarly articles in esteemed academic journals. The programme also prepares graduates to bridge disciplines and adapt their research capabilities to diverse fields, expanding their employability across industries and sectors.

Possessing a wealth of theoretical knowledge and research prowess, graduates emerge as thought leaders in their field, shaping academic discussions and influencing managerial practices. Ph.D. holders can leverage their strong theoretical background and research experience to pursue academic careers, engaging in teaching and mentoring the next generation of scholars.

Due to the university's multilingual education policy, graduates are equipped with language skills and fluency in three languages, enabling them to enter the workforce with a competitive edge.

Additionally, a multicultural environment provides students with the opportunity to understand different cultures and perspectives and learn from them. This enables them to acquire the fundamental knowledge and mindset required for success in global academic settings and multinational corporations.

IHU Business School values graduates' feedback as it helps to improve study programmes to meet the changing demands of the job market. The faculty conducts regular graduate surveys to evaluate the effectiveness of study programmes in preparing graduates for the academy and job market. The feedback received from graduates is used to make improvements to the curriculum, identify areas where there is a need to focus efforts and make necessary adjustments to study programmes.

Appraisal:

The doctoral programme is intended to convey the doctoral students with professional qualification in the scientific and research oriented fields of activity. In doing so, the professional qualification is aimed both at a research oriented activity (including teaching) as well as a practical vocational activity.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.5	Professional Competencies / Employability			X		

4. Scientific Environment and Framework conditions

4.1 Teaching Staff

The Council of Higher Education (CoHE) establishes academic standards by setting the criteria for both faculties and departments in all Turkish universities, to ensure academic qualifications. In accordance with the related CoHE Regulation, the establishment of a department requires a minimum of three Ph.D. holders in the relevant field to serve as teaching members and instructors.

A teaching member having a doctorate in the area of study may have an assistant, associate, or full professorship. The academic qualification of an assistant professor must be approved by a jury of three faculty members based on a score demonstrating acceptable academic ability on the Academic Personnel Assessment Form scale used by the IHU.

In order to be granted the position of associate professor, one must obtain further approval from the Inter-University Board Presidency (Üniversitelerarası Kurul Başkanlığı – ÜAK)⁵. The attainment of the title of associate professor necessitates fulfilling various publication criteria established by the Inter-University Board Presidency (ÜAK), and undergoing a scientific evaluation by

⁵ Law No. 2547 in November of 1981

a panel comprised of randomly selected full professors from across the country, who examine the publications and academic outputs to determine whether the requirements have been met, and subsequently report the findings. To become a full professor, a minimum of five years of experience as an associate professor is required.

To become eligible for a position as a faculty member in an English-language department or as an instructor of an English-language course, it is mandatory to attain a minimum score of 85 on a foreign language examination that is nationally recognised, such as the Proficiency of Foreign Language Determination Exam (YDS), or an equivalent or higher score on a foreign language examination that is recognised internationally and accepted by the Council of Higher Education (CoHE), such as TOEFL.

The faculty of the School of Business comprises ten full-time lecturers, all of whom hold a Ph.D. degree, and eighteen part-time lecturers who are not affiliated with the university. A significant proportion of faculty members holding degrees from prestigious universities worldwide enrich the department's expertise, with research projects with and qualifications from institutions including the University of Leeds (UK), the International Islamic University of Malaysia, Loughborough University (UK), the University of Miami (USA), the University of Salford (UK), and WorldQuant University (USA). Furthermore, there are two research assistants in the faculty who do not primarily teach, but rather support teaching members of the faculty with their research.⁶

Academic research is highly valued by the university's faculty. Research publications should be published on a regular basis by academic staff. The Academic Incentive Program at IHU is designed to encourage the publication of academic research conducted by members (faculty, visiting scholars, students, and administrative staff) in national and international peer-reviewed journals and books. The program aims to reward and incentivise such publications.

In 2022, IHU faculty members have produced a total of 50 academic publications. These include eight books and book chapters, 23 peer-reviewed articles (indexed in Q1 and Q2, published internationally), and nine conference papers that were presented at conferences and later published in proceedings. Most of the faculty members are leading researchers in their fields who have made pioneering publications, are ranked in world rankings, have high citation numbers, h-indices and i10-indices.

Faculty members are actively engaged in project work in addition to academic publications. Along with university-funded research projects, ministry-funded projects are also being carried out. For instance, a Thematic Cultural Development Studio project was conducted in collaboration with the Ministry of Culture.

Within the faculty are two research centers where various projects and research activities are carried out: the "Center for Ethical Studies and Research" and the "Islamic Economics and Finance Center".

Most of the faculty members have extensive teaching experience, both nationally and internationally, encompassing many years across various universities. IHU provided an extensive training scheme for all its lecturers. Within this scheme, lecturers shall train and earn pedagogical and didactical certificates.

A significant proportion of the faculty members have worked in a variety of positions in the past, such as banking specialists, auditors, or organizational presidents, and they continue to have strong commercial relationships with companies in various industries. The dean of the faculty has

⁶ All lecturers mentioned teach in the PhD programme.

held managerial positions in highly significant institutions for over 20 years, including experience at the Undersecretariat of the Prime Minister's Treasury, membership on the Board of Directors of Takasbank, and serving as Deputy Chairman at the Istanbul Stock Exchange.

Ensuring collaboration amongst faculty members is achieved through regular meetings of varying scopes and objectives. Departmental-level meetings are conducted at least twice per semester, and a management-level meeting is held once per semester. These meetings serve as a platform for faculty members to assess the current state of the faculty in terms of their teaching and curriculum efficacy. The discussions revolve around identifying potential measures and methodological changes that could enhance the overall quality of teaching. A popular vote is used to make decisions after evaluations and discussions. For courses that have multiple lecturers, a course coordinator is designated for each. These coordinators, who are themselves lecturers of the courses, organise meetings with other lecturers involved in the course at least once every semester. These meetings are an opportunity for course lecturers to establish a consensus on the overall quality of the course and align their teaching methodologies and materials.

At the start of every academic year, the departments conduct orientation programs to inform new students of their development opportunities and responsibilities. These programs provide students with a comprehensive understanding of the resources available to them, including mentorship and advising. Each student is assigned a dedicated advisor/mentor who can offer guidance on academic development, course selection, and other academic matters. To facilitate this process, faculty members have designated office hours for students, which are communicated through syllabi and displayed on office doors. In addition, students are encouraged to reach out to their advisors via the OBS system and email whenever they require assistance or information. The availability of these resources serves to promote student success and ensure that students are fully informed about the academic opportunities available to them.

Appraisal:

The structure and number of teaching staff corresponds with the requirements of the doctoral programme. The necessary professional breadth and depth in scientific education and the research sponsorship of the doctoral students is ensured. The contractual situation of the teaching staff guarantees a continuous execution of the doctoral programme. A balanced gender ratio is pursued among the teaching staff.

The scientific qualification of the teaching staff corresponds to the national requirements. The scientific qualifications are consistent with the focal points of this programme and the strategic planning of higher education institutions. The research activities correspond with the orientation of the doctoral programme and they support the scientific education of the doctoral students. Furthermore, the higher education teachers characterise themselves through a specific, animated publication activity in high-ranking scientific journals as well as activities in professionally relevant scientific organisations and they enjoy their high-level of recognition in the science sector.

The pedagogical qualification of the teaching staff corresponds to the task and it has been proven.

A considerable number of teachers have relevant experience in international research and/or teaching abroad. Furthermore, the higher education institution provides regular supervision of the teaching staff and it places great value on several years of successful supervisory experience.

There are regular events concerning programme coordination in the faculty.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.1	Teaching Staff					
4.1.1	Structure and Number of Teaching Staff			X		
4.1.2	Scientific Qualification of the Teaching Staff		X			
4.1.3	Pedagogical Qualification of the Teaching Staff			X		
4.1.4	Internationality of the Teaching Staff		X			
4.1.5	Internal Cooperation within the Faculty			X		

4.2 Cooperation and Partnership

In order to promote student and lecturer exchanges and facilitate joint research activities and academic events, IHU has established partnerships with 50 academic institutions overseas are listed below:

Table 5 - Partnerships

1	Doshisha University	Japan
2	Ahmet Yesevi University	Kazakhstan
3	International Islamic University Malaysia	Malaysia
4	George Mason University (Ali Vural Ak Center for Global Islamic Studies), USA	USA
5	Imam Bukhari International Scientific Research Center	Uzbekistan
6	University of Journalism and Mass Communications of Uzbekistan	Uzbekistan
7	Qatar University	Qatar
8	The World Islamic Science's & Education University	Jordan
9	The Islamic University of Gaza	Palestine
10	National University of Uzbekistan	Uzbekistan
11	Doha Institute for Graduate Studies	Qatar
12	Kolej Universiti Islam Perlis Malaysia (KUIPs)	Malaysia
13	Center of Islamic Civilization in Uzbekistan	Uzbekistan
14	Alneelain University	Sudan
15	Hamad Bin Khalifa University	Qatar
16	International Islamic Academy of Uzbekistan	Uzbekistan
17	National Aviation Academy	Azerbaijan
18	Riphah International University, Islamabad Pakistan	Pakistan
19	American University of Central Asia	Kyrgyzstan
20	Alisher Navo'i Tashkent State University of Uzbek Language and Literature	Uzbekistan

21	Tashkent State University of The Uzbek Language and Literature	Uzbekistan
22	Mir Arab Tertiary Madrasah	Uzbekistan
23	Al Akhawain University, Morocco	Morocco
24	Hanyang University, South Korea	South Korea
25	Cyprus Health and Social Sciences University, Cyprus	Cyprus
26	Mundiapolis University, Morocco	Morocco
27	Sungkyunkwan University, South Korea	South Korea
28	Kyrgyz-Turkish Manas University, Kyrgyz Republic	Kyrgyzstan
29	Heriot-Watt University (Dubai Campus)	UAE/UK/Malaysia
30	OSCE Academy in Bishkek, Kryrgyz Republic	Kyrgyzstan
31	ADA University, Republic of Azerbaijan	Azerbaijan
32	Allama Iqbal Open University, Pakistan	Pakistan
33	Azerbaijan State University of Economics (UNEC)	Azerbaijan
34	OSH State University, Kryrgyz Republic	Kyrgyzstan
35	Andijan State University, Uzbekistan	Uzbekistan
36	KIMEP University, Republic of Kazakhstan	Kazakhstan
37	International University of Sarajevo, Bosnia and Herzegovina	Bosnia and Herzegovina
38	KIMEP, Kazakhstan Institute of Management, Economics and Strategic Research	Kazakhstan
39	Al Farabi Kazakh National University	Kazakhstan
40	University of Sarajevo	Bosnia and Herzegovina
41	Universiti Teknologi Mara (UiTM)	Malaysia
42	University of Economics, Varna	Bulgaria
43	International Balkan University	Macedonia
44	E-Campus University	Italy
45	University of Duesto	Spain
46	Institute of Technology and Business in Ceske Budejovice	Czech Republic
47	University of Firenze	Italy
48	Islamic University Of Applied Sciences Rotterdam	Holland
49	Adam Mickiewicz University in Poznań	Poland

Collaboration with business entities forms a crucial element of the IHU Business School's educational programmes. The faculty members establish close connections with the business world to enable their students who wish to do internships to closely follow the latest developments in the industry. The companies with which the faculty maintains a close collaboration and are represented on the advisory board are listed below:

- Türk Hava Yolları
- Hayat Kimya
- JCR-ER Eurasia Rating
- Turkuvaz Media
- Türkiye Ürün Borsası
- Türev Çelik Ürünleri ve Sanayi Yatırımları A.Ş.
- İstanbul Teknokent Entertech
- MCS Factory Digitalization

In addition to the companies represented on the faculty advisory board, collaboration is also carried out with the leading institutions in the country listed below:

- Musiad (Independent Industrialists and Businessmen Association)
- Istanbul Stock Exchange

- Istanbul Chamber of Commerce.
- Boeing
- Yildiz Holding
- SOCAR Turkey Enerji A.S.
- FLO Mağazacılık ve Pazarlama A.Ş.
- Eroglu Holding

Scientific integration of the Doctoral Students

As one result of the close cooperation with the business world, the HEI can regularly bring together the experts in the field with the students in the courses and hold seminars in which the important managers on the basis of the faculty participate as speakers. For instance, the Global Group Manager of Colin's recently met with students of the Strategic Management course. During her speech, the executive discussed the challenges and solution tactics encountered in Strategic Management practices, within the context of the private sector.

She also elaborated on topics such as the strategic management process, strategy development, implementation, and control mechanisms, as they are applied at Colin's firm. With the Chief Executive Officer (CEO) of JCR Eurasia Rating in attendance, the HEI held another event titled "Credit Rating and the Business World." In addition to discussing how JCR Eurasia Rating's rating activities contribute to the expansion of the national economy and the initiatives they have developed to ensure continuous institutional development for their stakeholders, the CEO provided insights on the rating process and the content of rating reports during his speech.

All PhD students at Ibn Haldun University can benefit from the exchange programmes organised by the International Office including Erasmus Programs. Recently, Ibn Haldun University has collaborations with many European, MENA, and Central Asia Universities. Students can apply to those Universities and attend exchange programmes for one semester. In addition, the project office provides and the departments motivate students to develop projects supported by the European Union. All IHU PhD students can benefit from mobility privileges as set out in the, for instance, following bilateral agreements: George Mason University (USA), The World Islamic Sciences and Education University (Jordan), International Islamic University Malaysia (Malaysia), Doha Institute for Graduate Studies (Qatar) etc.

Scientific Integration of the students to academic life is sustained in different ways. First of all, all students are required to write academic papers and attend academic conferences together with their advisors. The academic papers written by the students are supported by the University. Students are paid for the papers they published based on the quality of the journal in which the article is published. Furthermore, their costs of attendance fees, travel and accommodation are reimbursed to a certain extent if they attend to academic conferences. Furthermore, there are many papers published by the academicians and PhD students.

Networking of the Scientists

Considering the networking of the Ph.D. students, the Seminar course in the second semester enables them to meet fellow doctoral students and faculty members. Each session given by another faculty member covers specific methodological tips and tricks and theoretical discussions. Instructors are expected to introduce their field of study and support students to develop and design a proper research question and methodology.

In order to develop their academic networks, the students are encouraged to participate in national and international scientific conferences throughout their educational life. At this point, research fund support is provided to them. Thus, the students have the opportunity to meet, exchange ideas with other Turkish and international researchers and to carry out joint articles and scientific studies.

Students are encouraged to join academic social media platforms such as ResearchGate, Academia.edu, and LinkedIn and connect with researchers, follow relevant groups, and participate in discussions.

Each research fellow (RF) and teaching fellow (TF) student is assigned to a faculty member in order to provide guidance, support, and valuable connections in his/her academic journey. Various duties given by the supervisor enhance student's understanding of the field and bring experience in research and teaching.

At Ibn Haldun, in general, there are many workshops available on academic writing, publishing, and other professional development topics. Students are encouraged to attend these events and create a strong professional network.

Finally, there are many student clubs and a student center within the university. Students who are interested in music can take free-of-charge music courses where they can learn how to play different instruments. In addition, there are clubs such as sport clubs, drama club, and for volunteer activities.

Appraisal:

Cooperations with higher education institutions and other scientific establishments are an integral part of the programme. The doctoral students are encouraged to participate in relevant conferences or to take part in other scientific events and establishments.

The scientific networking has a recognisable benefit for doctoral students.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.2	Cooperation and Partnership					
4.2.1	Scientific Integration of the Doctoral Students			X		
4.2.2	Networking the Scientists			X		

4.3 Programme Management

Organisation and support

The dean holds the ultimate responsibility for the academic performance of the departments. Consequently, the dean takes steps to ensure that the departments' curricula meet quality benchmarks and are regularly updated. Additionally, the dean provides oversight and supervision of departmental course syllabi to ensure proper implementation. Furthermore, the dean monitors the academic achievements of students enrolled in the programmes and takes appropriate action if necessary to maintain a high level of academic success.

The faculty's administrative personnel, comprised of the dean, faculty board, department heads, course coordinators, student advisors/mentors, and faculty members, play a unifying role by facilitating a seamless execution of procedures and processes between students and faculty.

Moreover, all aspects related to the management and administration of the academic programmes are meticulously documented and made available to both faculty members and students through the university's website. This ensures that all parties involved have access to up-to-date information, which fosters transparency and accountability within the institution.

The International Office at IHU takes charge of a broad range of activities related to international mobility, with a particular focus on the Erasmus+ program. Specifically, this office arranges and manages various mobility programmes, including student mobility and internship programmes, as well as staff exchange programmes. Apart from these operational responsibilities, the international office is also tasked with driving collaborative agreements with other academic institutions. The office plays a key role in managing the inflow of exchange students to IHU and organizing programmes for international delegations that visit the university at the administrative level. Through its efforts, the international office contributes significantly to the university's internationalisation agenda, fostering cross-cultural exchange and engagement within the global academic community.

The involvement of students in the decision-making processes is facilitated through the student council, which holds a representative role in the board meetings and has the authority to speak on behalf of the students. These meetings serve as a crucial means of ensuring that the decisions made align with the needs and requirements of the student community. In this way, the student council serves as a vital link between the administration and the student body, providing a platform for students to voice their concerns and opinions, and fostering an inclusive and collaborative environment where the student perspective is valued.

The administrative staff is provided with the opportunity to further their qualifications through courses in various fields, such as IT, languages, and communication. Additionally, staff members are encouraged and supported when they participate in educational programmes or postgraduate studies at IHU or other institutions. This emphasis on professional development serves to enhance the capabilities and competencies of the administrative staff, enabling them to better serve the needs of the academic community. Furthermore, it emphasises the institution's commitment to fostering a culture of continuous learning and development among its staff members.

Documentation of the programme

The university provides information about its programmes through various sources such as its website and several documents, which include the Student Handbook, Programme Catalogue, Students' Information document, the Canvas and OBS systems. The Student Handbook offers general information on the study programme, as well as more specific details about courses, admissions, academic regulations, course descriptions, and campus information. The Programme Catalogue contains information on the program's academic policies and admission requirements.

The Student Information document provides relevant information for both international and Turkish students, such as the overall structure of the institution and its respective departments, administrative procedures, and contact details of relevant staff and advisors. All student data are recorded by Student Affairs and can be accessed through internet-based services, such as the programme website and OBS system. These documents are regularly updated and can be easily accessed by anyone who is interested.

Appraisal:

The structural organisation, the decision-making processes, competencies and responsibilities are established and implemented accordingly. Those involved are included in the decision-making process.

Management support concerning the allocation of tasks and persons are transparent and efficiently guaranteed both qualitatively and quantitatively.

The requirements in terms of content, structure, design, duration, study process and examinations are recognised through suitable documentation and publication. The interested parties also have access to the documentation in electronic form and it provides transparency.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.3	Programm Management					
4.3.1	Structural Organisation			X		
4.3.2	Management Support			X		
4.3.3	Documentation of the Doctoral Programme			X		

4.4 Material Resources

The PhD in Management is part of the Faculty of Management Sciences. At IHU, 264,613 square meters are designated for educational facilities. IHU has a total of 107 classrooms, including 14 in the Faculty of Humanities and Social Sciences, 26 in the Faculty of Management Sciences, 23 in the Main Building, 43 in the School of Languages, and one in the Student Center. The classes are outfitted with state-of-the-art technological amenities such as interactive whiteboards and advanced projection systems. The University has five conference halls within its premises with a total area of 1158.5 square meters and a capacity of 916 people.

All students who register for undergraduate programmes at Ibn Haldun University are provided with a laptop as a gift upon graduation. In addition, there are 17 freely accessible desktop computers available for student use at the Ibn Haldun University Library. All personnel and students within the university are provided with email, computers, printers, and internet infrastructure.

The Ibn Haldun University Library, with a total of 2,488 square meters of enclosed space, has a collection of over 460 million printed and electronic information resources. It was established in accordance with international standards to facilitate researchers' access to the resources they need during their studies. The library provides an ideal working environment with options such as individual study rooms, group study rooms, a seminar hall, an e-library, a book cafe, and comfortable seating areas to meet users' research needs and support the community's research and professional requirements.

The IHU library provides access to 1,724,425 books and 72,422 e-journals in different languages. 95 database subscriptions such as: EBSCOHOST, Emerald, Heinonline, HukukTürk, IEEE, iThenticate, JStor, Kazancı Hukuk, MicroMedex, OVID-LWW, Sage, ScienceDirect, SciFinder, Scopus, Springer, Taylor & Francis, Turnitin, Türkiye Atıf Dizini, Uptodate, Web of Science and Wiley. Faculty members frequently check to see if the library's books and other resources are sufficient and current. Based on the requests of the faculty, books and other sources relevant to the School of Business and Management Sciences are updated on a regular basis. Also, students are permitted to request acquisitions of new books from the Library.

During the semester, the library's opening hours are from 08:00 until 23:00 on weekdays and from 10:00 until 17:00 on weekends. IHU Library hours are announced before to each semester, as well as during the spring semester and summer break. On public holidays, the Library is closed.

The Ibn Haldun University Campus has separate dormitories for female and male students. The dormitories have the capacity to accommodate 743 students in total, with 361 female and 382 male students. The dormitory rooms are designed to accommodate three students per room and are equipped with all the necessary amenities to ensure a comfortable stay. The dormitory buildings have dedicated study areas, relaxation spaces, social and cultural activity areas, as well as a small library. In addition, there are aerobic studios for girls and fitness centers for boys, as well as hobby kitchens available. Next to the dormitory buildings, there are sports facilities such as a football field, a basketball court, and a tennis court. Various workshop activities and social and cultural events are organised based on the students' interests and preferences.

The IHU Sports Center provides services not only to university students, faculty, and administrative staff but also to the local community. The Sports Center has a total indoor area of 9,560 square meters, including a closed basketball court with a seating capacity of 215, a closed football field, an indoor swimming pool, a closed tennis court, a wrestling hall, fitness centers, archery area, squash courts, sauna, steam room, and a salt room. The Sports Center is distinct from other

sports centers due to its archery area, squash courts, sauna, steam room, and salt room. Additionally, it offers its users the opportunity to relax and engage in various activities in the 11,700 square meters of surrounding green space. The Sports Center provides its users with all the necessary facilities such as warm-up and changing rooms, a vitamin bar, a cafe, a mosque, and a first aid room. Every detail has been meticulously considered and executed to perfection.

At Ibn Haldun University, in line with the goal of being a "Green Campus," campus buildings have been installed with rooftop solar panels to generate energy from renewable and zero-emission sources. The installation of solar energy systems is being accelerated, with plans to place them on the roofs of all completed buildings on campus, as well as on existing open-air parking lots (Solar Carport). As new buildings are constructed, the installation of renewable energy systems on their roofs will continue. This infrastructure aims to generate approximately 20% more energy than what is consumed on campus. The total installed capacity of the facility is 1,900 AC (kwe) / 2170 DC (kwp).

Appraisal:

The quantity, quality and IT equipment of the classrooms correspond to the necessities described for the programme. The requirements for disabled students are adequately taken into account. A sufficient number of workplaces are available for the doctoral students. The technical equipment corresponds to the requirements. Furthermore, the equipment corresponds to the modern, multi-media-based requirements. New ergonomic knowledge is taken into account for equipment planning. Separate rooms which ensure an undisturbed working environment are specifically available for use to those participating in the programme. The panel positively highlight the possibility to use a full equipped studio.

A reference library is available. Literature, magazines and databases are up-to-date and current in terms of the study contents and research activities of the doctoral students.

Online access for technical literature is guaranteed. Outside of the university the doctoral students have digital access to a large section of the technical literature. The most important databases are accessible totally free of charge. Furthermore, the financial means made available and the present personnel permanently guarantee the useful development of the portfolio. The research interests of the doctoral students are taken into account. There are specific consulting and research opportunities. All databases which are relevant for the doctoral programme are free of charge.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.4	Material Resources					
4.4.1	Quality of the Classrooms and Working Places			X		
4.4.2	Equipment (Literature, Magazines, Databases) for the Library		X			

4.5 Finance Planning and Financing

IHU is a private foundation-supported university and is self-sufficient financially. Foundation universities in Turkey are not permitted to seek financial gain for their operations, according to a legal regulation that was published in the Official Gazette and took effect on December 1, 2005. One of the IHU's most significant financial resources is tuition. Moreover, the Ministry of Public Finance may provide financial assistance to foundation universities to develop the programme further with relevant positions.

IHU prepares annual budgets to manage its costs and match it with revenues. The annual fees for the study programmes of both schools for the year 2021-22 vary between 45,000 TL and 80,000 TL (~2.180–3.900 €). Interest-free loan support is offered to Turkish students, which allows them to divide their tuition fees into ten instalments with a bank payment plan through a contracted bank.

At Ibn Haldun University, all undergraduate students receive full scholarships. IHU also provides achievement and preference scholarships to students in undergraduate programmes. Merit-based scholarships are provided to students admitted to the university who earned specified rankings in the nationwide Student Selection and Placement Examination (ÖSYS). Bursaries are also offered to IHU students who have indicated IHU as their first choice for undergraduate studies as well as students who have indicated IHU as their choice of university in all three options.

The scholarship categories that can be awarded to students accepted into the thesis-based graduate and doctoral programmes within Ibn Haldun University are classified as follows:

- **Ibn Haldun Superior Achievement Scholarship (UBB):** It is awarded to candidates with high academic achievement or a serious contribution to scientific literature; with a highly-selective process.
- **Full Scholarship (TAB):** It is awarded to successful candidates based on the results of an interview exam, taking into account academic achievement and scholarship application documents.
- **Tuition Scholarship (OGB):** It is awarded to successful candidates based on the results of an interview exam, taking into account academic achievement and scholarship application documents.
- **Special Budgeted Scholarship (OBB):** It is determined as a result of the agreement made between the conditional donor and the University, and is awarded to successful candidates based on the results of an interview exam, taking into account academic achievement and scholarship application documents.
- **Affiliated Institution and Project Scholarship (APB):** It is awarded to affiliated institution employees or candidates whose education is financed within the scope of a project.

Each foundation university in Turkey is assigned a public university as its guarantor in case the Council of Higher Education (CoHE) discovers any fraud, abuse, or malpractice, the protector university has the authority to take control of the management of the foundation university. Istanbul University is assigned as the guarantor of the (IHU).

Appraisal:

In accordance with the objectives, the finance planning takes into account the staff planning for doctoral positions. The necessary financial basic equipment and financing security are guaranteed for the period of accreditation.

In accordance with the objectives the higher education institution guarantees the financial protection of the doctoral students.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.5	Finance Planning and Financing					
4.5.1	Finance Planning and Financing of the Doctoral Programme			X		
4.5.2	Financial Support and Scholarship Programmes			X		

5. Quality Assurance

Ibn Haldun University Quality Assurance System provides the planning of the quality of education, training, research, social contribution activities, and administrative services. In addition, it procures the development of appropriate institutional practices and systems in line with the quality policy, and the realization and assurance of measurement, learning, and improvement activities to ensure continuous improvement. A Quality Commission chaired by the President to ensure quality.

In the absence of the President, the Vice President chairs the commission. The members of this commission, which includes representatives of all academic units, are determined by the Senate. The department of Strategic Plan, Accreditation, and Quality is in charge to support the administrative processes of the Quality Commission. In addition, three individuals from academic units and one individual from the administrative units quality representatives of each unit are chosen for the commission.

It is aimed to spread the quality culture to the entire institution with this structure. Meetings with quality representatives are organised periodically.

The quality management activities can be listed as follows:

- Defining and monitoring the Quality Policy
- Planning practices, systems, and mechanisms for quality
- Ensuring the implementation of the approaches decided to be adopted in the institution within the scope of quality management (Turkish Higher Education Quality Council quality assurance criteria, etc.) and the creation of relevant organizational structures

- Carrying out measurement, learning, and improvement activities to improve quality
- Reviewing and improving the approaches applied within the scope of quality management
- Carrying out information studies on quality practices in the units
- Providing information and consultancy activities for stakeholders
- Supporting internal and external evaluation processes
- Application of problem-solving techniques
- Following quality improvement best practices in Turkey and in the world and monitoring the innovations in this context

The quality policy of Ibn Haldun University is as follows:

- Ibn Haldun University defines and announces the necessary business processes in all its activities with its stakeholders.
- It regularly measures and monitors the service satisfaction of the members of Ibn Haldun University
- Ibn Haldun University offers a student-centered and integrated education infrastructure and educational approach.
- Ibn Haldun University constantly monitors and improves the research opportunities it offers to both its students and staff.
- Ibn Haldun University reviews and develops its activities both theoretically and practically, with a sense of responsibility towards society and the whole world.
- Ibn Haldun University regularly evaluates and improves its management practices and approach.

The process for quality management at the University is as follows: Strategic management, process management, satisfaction surveys, and internal and external evaluations. These are explained in the following parts respectively.

Strategic Management

The strategic management process at Ibn Haldun University consists of three main stages: strategic planning, implementation, and monitoring. The whole process consists of the following activities:

Within the scope of preparatory studies before strategic planning:

- Strategic planning studies are initiated to cover the entire university and are announced by the Presidency.
- The teams that will carry out the strategic planning studies are determined and assigned.
- The strategic plan preparation approach, roadmap, and calendar are determined and shared.
- Relationships between processes are determined.

Within the scope of the current situation analysis:

- The bottleneck and delay areas in the workflows are analysed and the areas that need improvement are determined.
- Process performances are measured and analysed.
- According to the process performance results, areas and processes that need improvement are determined.
- Considering the feedback reports received as a result of internal and external evaluations, areas, practices, and processes that need improvement are determined.

Within the scope of strategy formulation and future planning:

- Mission, vision, core values, and policies are reviewed and/or updated.
- Strategies and goals are determined.
- Activities and projects necessary for the realization of the goals are determined.
- Performance indicators are determined to measure the achievement of targets.
- The annual target values for performance indicators and actions of the units are determined.
- Required resources and budget planning are made for activities and projects.
- The strategic plan is evaluated by the responsible units and boards and its final form is determined and announced to all units.

Within the scope of monitoring and evaluation after the implementation of the strategic plan;

- After the implementation of the actions determined within the scope of the strategic plan, the achievement of the objectives is measured and monitored periodically with the participation of academic and administrative units.
- According to the monitoring results obtained from the academic and administrative units, the results at the institutional level are evaluated and reported.
- Monitoring and evaluation results are used in planning the following year.

The 2022-25 Strategic Plan of Ibn Haldun University can be summarised as follows:

- There are four strategic areas which are education, research, ecosystem, and social contribution.
- Seven strategies have been determined for the strategic areas, reflecting Ibn Haldun University's future plans.
- 34 strategic goals have been defined on the basis of strategies.
- In order to ensure the measurability of the Strategic Plan, specific performance indicators have been determined for each of the strategic goals.

Strategic planning activities at Ibn Haldun University are carried out through the Enterprise Management Information System. All strategies, goals, targets, performance indicators, and action plans are included in the system and are accessible to stakeholders. In the monitoring period, which is carried out at the end of June and December, the system is opened for data entry, and the departments' quality representatives enter the realised values for their targets into the system.

Afterward, strategic plan performance presentations are made with the Presidency by each department. The target and action revision plan for the following years is discussed at these meetings.

Process Management

Process management activities include defining processes, measuring their performance, monitoring, analysing, and making necessary improvements. The purpose of process management is the process-oriented management of the institution to implement the vision, policies, and strategies of Ibn Haldun University.

Process management activities at Ibn Haldun University are as follows:

Within the scope of determining and defining the processes:

- The main processes, processes, and sub-processes are identified and classified.
- All processes are defined by identifying input, output, customer, and supplier components by coming together with the relevant stakeholders, and workflows are created.

- Process performance indicators are determined to provide measurement in terms of quality, efficiency, and effectiveness in processes.
- Relationships between processes are determined.

Within the scope of analysing the processes:

- The bottleneck and delay areas in the workflows are analysed and the areas that need improvement are determined.
- Process performances are measured and analysed.
- According to the process performance results, areas and processes that need improvement are determined.
- Considering the feedback reports received as a result of internal and external evaluations,

Within the scope of improving processes:

- Among all identified process improvements, the process managers prioritise and decide on the improvements.
- If gradual improvement is to be realised, an improvement team is established, and the necessary improvement plan is created and implemented.
- If incremental improvement is to be carried out, necessary improvement is realised by applying change management.
- Within the scope of the reform of processes, continuous improvement is implemented by purging activities that do not add value, and reorganizing and simplifying those that add value. In case of need, a new process is defined and included in the process management.
- Existing process definitions are regularly reviewed and updated.

The process structure of the university is given in the table below. For each sub-process under the processes specified in this table, components such as input, output, customer, and supplier were determined by meeting with the relevant stakeholders and process flows were created. In the following period, monitoring and analysis processes will be started.

Table 6: Process structure

Main processes	Processes
Education and Training	Education and Training Management
	Student Support Services
	Learning and Teaching Competencies, and Development
	Alumni and Employer Relationship Management
Research	Knowledge Generation and Dissemination
	Scientific Activity Incentive and Support
	Research and Application Centers
Social Contribution	The Process of Benefiting Society
	Social Service
Administrative Support	Human Resources Management

	Student Affairs
	Financial Affairs
	Administrative Affairs
	IT Services
	Library
	Art, Culture, and Sports Services
	International Relations
	Publishing
	Social Support Services
Management	Governance
	Corporate Management
	Quality Management
	Corporate Communication Management

Evaluation by doctoral students

Student Satisfaction Survey & Alumni Satisfaction Survey: At the end of the academic year, students and graduates are allowed to express their opinions by applying satisfaction surveys. The results of these surveys are also monitored within the scope of the strategic plan, and improvement plans are made by discussing the results with the departments.

Instructor/Course Evaluation Survey: This survey is sent to all undergraduate and graduate students via the student information system at the end of each academic semester and they are requested to respond for all the courses they have taken in that semester. The survey questions were revised to measure innovative learning and teaching methods in the fall semester of 2022-23. At Ibn Haldun University, the training of instructors continues, taking into account the results of the Instructor/Course Evaluation Survey. For example, 20 sessions of training were held in 2022.

Evaluation by supervisors

Satisfaction Surveys: In the University, in order to measure satisfaction and collect information in various fields satisfaction surveys are applied, and determined the necessary improvements by analysing the survey results. In addition to maintaining the application of the existing surveys, the application techniques and evaluation methods of the new surveys to be applied are determined. In this context, various surveys are applied to internal and external stakeholders either face-to-face or online.

The applied surveys and the application systematics of these are briefly mentioned below:

Employee Satisfaction Survey: It is applied to all academic and administrative staff of the university. The results of the survey are analysed by comparing them with the results of the previous

survey, and the increasing and decreasing points are determined. In addition, open-ended questions allow employees to convey all the ideas they wish to add. By examining the results of the survey, areas open to improvement are identified and improvement plans are created with the relevant departments. Subject-based satisfaction surveys regarding the areas to be improved are also applied and more detailed improvement plans are created.

External evaluation by third parties

External Stakeholder Satisfaction Survey: Ibn Haldun University creates development plans by collecting the opinions of external stakeholders as well as internal stakeholders. It has identified all its stakeholders by carrying out a stakeholder analysis and delivered a satisfaction survey to them at the end of the year. As in all other surveys, the results obtained from this survey are also examined and areas for improvement are identified.

In addition to the aforementioned surveys, there are also new surveys that University planning to implement. In the near future, an Employer Satisfaction Survey is planned to be sent to the institutions where the graduates work. In addition, a Leadership Behaviour Evaluation Survey will be conducted to evaluate the leadership behaviour characteristics of all leaders at the University.

Internal and External Evaluations

The activities carried out within the scope of the internal evaluation process at Ibn Haldun University are as follows:

- All academic and administrative units at the University are measured and monitored within the scope of strategic management. Monitoring results are presented by academic and administrative unit managers at meetings held within the Presidency and General Secretariat.
- Monthly activity reports are collected from the departments and these reports are consolidated to be presented at the Board of Trustees meeting.
- Institutional Self Evaluation Report (ISER) is prepared once a year in accordance with the Regulation on Higher Education Quality Assurance and the Higher Education Quality Council. The calendar and relevant guidelines are announced by the Turkish Higher Education Quality Council (THEQC). ISER is prepared according to the results of the internal evaluation of the University and submitted to THEQC.

The activities carried out within the scope of the external evaluation process at Ibn Haldun University are as follows:

- At the end of each academic year, an inspection process is carried out by the Council of Higher Education to review the annual activities. Before this process, various reports requested by the Council of Higher Education are prepared.
- External evaluation is carried out by THEQC to evaluate the quality assurance system every five years. In the second year after the evaluation, an interim monitoring programme is planned.
- A briefing report is presented for the governorship every six months.
- In addition, the Council of Higher Education conducts an annual audit and monitoring of IHU, and also conducts frequent on-site visits. CoHE evaluates the institution's performance and recommends measures to address any shortcomings and improve the quality assurance practices.

Appraisal:

There is a quality assurance procedure in place which is systematically used for continuous monitoring and the further development of quality in terms of content, processes and results. The responsibilities are clearly defined.

The quality assurance of the doctoral programme is systematically embedded in the quality concept for the research of the faculty and the higher education institution.

There is a regular evaluation concerning the implementation of the programme carried out by the doctoral students according to a predefined procedure; the results are discussed internally and find their way into the process of quality development.

There is a regular evaluation of the implementation of the programme carried out by supervisors according to a predefined procedure; the results are discussed internally and find their way into the process of quality development.

There is a regular external evaluation according to a predefined procedure; the results are discussed internally and find their way into the process of quality development.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
5.	QUALITY ASSURANCE					
5.1	Quality Assurance in terms of Contents, Processes and Results			X		
5.2	Inclusion of Quality Assurance in a Superordinate Quality Concept			X		
5.3	Evaluation by Doctoral Students			X		
5.4	Evaluation by Supervisors			X		
5.5	Evaluation by Third Parties (Graduates, external Peers, Stakeholders)			X		

Quality Profile

Institution: Ibn Haldun University, Turkey

Programme: Ph.D. in Management Programme - İşletme Doktora Programı



FIBAA

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.1	Objectives of the Doctoral Programme			X		
1.2	Positioning of the Doctoral Programme in the education market			X		
1.3	Positioning of the Doctoral Programme in the Job Market for Graduates					
1.3.1	In the research fields			X		
1.3.2	Outside the research fields			X		
1.4	The positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution			X		
1.5	Gender Equality and Equal Opportunities			X		
2.	ADMISSION					
2.1	Admission conditions and procedures			X		
2.2	Selection procedure			X		
2.3	Transparency of the Decision on Admission			X		
3.	IMPLEMENTATION					
3.1	Structure					
3.1.1	Structural Setup of the Doctoral Programme				X	
3.1.2	Doctoral Degree Regulation			X		
3.1.3	Status of the Doctoral Students			X		
3.1.4	Module Description			X		
3.2	Contents					

3.2.1	Logic and Conceptual Consistency			X		
3.2.2	Science and Research Based Teaching			X		
3.2.3	Focus of the Curriculum on Qualification and Competency Development			X		
3.2.4	Technical Offers			X		
3.2.5	Multidisciplinary Qualifications			X		
3.3	Examination Procedures					
3.3.1	Examination			X		
3.3.2	Organisation of the Examination Procedure			X		
3.4	Didactic Concept					
3.4.1	Logic and Comprehensibility of the Didactic Concept			X		
3.4.2	Diversity of the Teaching Methods			X		
3.4.3	Networking of the Doctoral Students			X		
3.4.4	Scientific Supervision			X		
3.5	Professional Competencies/Employability					
4.	SCIENTIFIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.1	Teaching Staff					
4.1.1	Structure and Number of Teaching Staff			X		
4.1.2	Scientific Qualification of the Teaching Staff		X			
4.1.3	Pedagogical Qualification of the Teaching Staff			X		
4.1.4	Internationality of the Teaching Staff		X			
4.1.5	Internal Cooperation within the Faculty			X		
4.2	Cooperation and Partnership					
4.2.1	Scientific Integration of the Doctoral Students			X		
4.2.2	Networking the Scientists			X		
4.3	Programme Management					
4.3.1	Structural Organisation			X		

4.3.2	Management Support			X		
4.3.3	Documentation of the Doctoral Programme			X		
4.4	Material Resources					
4.4.1	Quality of the Classrooms and Working Places			X		
4.4.2	Equipment (Literature, Magazines, Databases) for the Library		X			
4.5	Finance Planning and Financing					
4.5.1	Finance Planning and Financing of the Doctoral Programm			X		
4.5.2	Financial Support and Scholarship Programms			X		
5.	QUALITY ASSURANCE					
5.1	Quality Assurance in terms of Contents, Processes and Results			X		
5.2	Inclusion of Quality Assurance in a Superordinate Quality Concept			X		
5.3	Evaluation by Doctoral Students			X		
5.4	Evaluation by Supervisors			X		
5.5	Evaluation by Third Parties (Graduates, external Peers, Stakeholders)			X		