

INFORMATION ABOUT THE DEPARTMENT

Contact Information

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Historical Development

As can be seen from Table 1, which summarizes the historical development of the Faculty of Economics and Administrative Sciences (FEAS), the FEAS, incorporated within Bandırma Onyedi Eylül University, was established under Balıkesir University under the name of Bandırma Faculty of Economics and Administrative Sciences with the law numbered 3897 dated July 3, 1992. On October 18, 1993, the Business Administration Department started education and produced its first graduates in 1997.

According to Law No. 6640 dated 31.3.2015 and 159 additional articles published in the Official Gazette dated April 23, 2015 and numbered 29335, a new university named Bandırma Onyedi Eylül University was established in the Bandırma district of Balıkesir province. In accordance with this law, the Bandırma Faculty of Economics and Administrative Sciences of Balıkesir University started its educational activities by joining Bandırma Onyedi Eylül University under the name of the Faculty of Economics and Administrative Sciences. Continuing its educational activities within Bandırma Onyedi Eylül University, FEAS produced its first graduates in the 2016-2017 Academic Year.

Table 1: Historical Development of the Faculty of Economics and Administrative Sciences

YEAR	DEVELOPMENT
1992	Bandırma Faculty of Economics and Administrative Sciences was established and affiliated with Balıkesir University.
1993	Students were admitted to the Business Administration department.
2000	The Business Administration department started education at the evening education level.
2015	Bandırma Faculty of Economics and Administrative Sciences separated from Balıkesir University and started its educational activities by connecting to Bandırma Onyedi Eylül University under the name of Faculty of Economics and Administrative Sciences.

YEAR	DEVELOPMENT
2018	Evening education in the Economics and Business Administration departments ended with the decision of YÖK (Council of Higher Education).

The current number of students in the Business Administration department is shown in Table 2.

Table 2. Department Student Numbers

UNIT NAME	NORMAL ED. MALE	NORMAL ED. FEMALE	NORMAL ED. TOTAL	EVENING ED. MALE	EVENING ED. FEMALE	EVENING ED. TOTAL	GENERAL MALE	GENERAL FEMALE	GENERAL TOTAL
Business Administration	344	239	583	144	98	242	488	337	825

The distribution of the academic personnel in the Business Administration department according to academic titles is shown below. Apart from the faculty members shown in the table, there are also 5 research assistants in the department.

Year	NUMBERS	Prof. Dr.	Assoc. Prof. Dr.	Asst. Prof. Dr.	TOTAL
2019 – 2020		3	4	5	12
2020 – 2021		5	5	4	14

The distribution of the departments under the program and the academic staff according to the departments as of December 2020 is shown below.

Business Administration Departments	NUMBERS	Prof. Dr.	Assoc. Prof. Dr.	Asst. Prof. Dr.	Research Assistant
Accounting and Finance Dept.		1	2	3	
Production Management and Marketing Dept.		1	2	1	2
Management and Organization Dept.		1			1
Organizational Behavior Dept.			1		1
Quantitative Methods Dept.		1			
Commercial Law Dept.		1			1
Cooperatives Dept.					
TOTAL		5	5	4	5

Mission, Vision, Values and Objectives

Mission: In the light of contemporary developments in education, it has adopted the mission of training personnel with entrepreneurial and managerial qualities for the business world, conducting studies that will contribute to academic development in the field of business administration, creating value added, producing knowledge that catches up with the era and contributes to current issues, sharing this knowledge with stakeholders, and making continuous development permanent.

Vision: To be a department that is preferred for its education and training quality, contributes to the development of business science, trains students equipped with the knowledge and competencies suitable for the expectations of working life, has analytical decision-making skills and ethical values, and renews itself according to the principle of continuity, and to contribute both to our graduate candidates who will take part in these projects and to the industry by carrying out joint projects with industrial organizations around Bandırma.

Values:

- Participation and Pluralism
- Scientific Education and Research
- Transparency and Accountability
- Institutional Development
- Original and Free Education and Training
- Social Values and Respect and Responsibility for the Environment
- Internationality and Integration
- Quality and Continuous Development Awareness
- Interdisciplinary Approach

Objectives:

- To enable students to produce scientific knowledge through research and publications, synthesize and interpret this knowledge, and serve society.
- To ensure the qualitative development of education and training.
- To support education and training within the framework of international norms.
- To increase the capacity and quality of teaching and learning environments.
- To carry out studies to increase the quality of projects contributing to urban and regional development.
- To ensure the production of scientific research and publications of international quality.
- To have an adequate number of qualified academic staff.
- To put forward internationally accepted academic studies in a university environment where intellectual dynamism is achieved.
- To support research that will reveal free and original thought.
- To develop graduate research qualitatively and quantitatively.

QUALITY ASSURANCE SYSTEM**Mission and Strategic Goals****Mission, Vision, Strategic Goals and Objectives**

LEVEL 1	2	3	4	5
There is no defined	The institution	There are applications	Applications carried out in	There are internalized,

LEVEL 1	2	3	4	5
mission, vision, strategic goals, and objectives within the scope of the strategic plan in the institution.	has a mission, vision, strategic goals, and objectives defined within the scope of the strategic plan and specific to the institution.	in line with the strategic goals throughout the institution.	line with strategic goals and objectives are monitored, and measures are taken by evaluating them together with stakeholders.	systematic, sustainable, and exemplary applications.

The mission, vision, goals, and objectives of the department are published on the department's website. The statements contained herein are planned to be updated again next year with stakeholder participation. <https://iibf.bandirma.edu.tr/tr/isletme/Sayfa/Goster/Bolum-Misyon-ve-Vizyonu-14279> <https://iibf.bandirma.edu.tr/tr/isletme/Sayfa/Goster/Bolumun-Amac-ve-Hedefleri-1637>

Quality assurance; education and training; research and development; social contribution and management policies

LEVEL 1	2	3	4	5
The institution does not have defined policies.	The institution has announced defined policies.	There are interrelated policies adopted by all units and known by stakeholders, and applications compatible with these policies.	These policies and related applications are evaluated together with the relevant stakeholders.	There are internalized, systematic, sustainable, and exemplary applications.

There is no quality assurance policy and policy document prepared by obtaining the opinion of the stakeholders of the department. No evidence can be provided regarding the items listed in this article. Starting next year

Institutional Performance Management

LEVEL 1	2	3	4	5
There is no performance management in the institution.	Performance indicators and performance management mechanisms are defined in the institution.	There are performance management applications spread throughout the institution.	The functionality of performance indicators and performance management mechanisms is monitored in the institution, and improvements are made according to the monitoring results.	There are internalized, systematic, sustainable, and exemplary applications.

There is no study on performance management in the department.

Internal Quality Assurance

Internal Quality Commission

LEVEL 1	2	3	4	5
There is no quality commission established to carry out quality assurance processes in the institution.	The authority, duties, and responsibilities of the quality commission and its organizational structure are defined.	The quality commission carries out the institution's quality assurance processes in an effective, inclusive, participatory, and transparent manner, and effectively in decision-making mechanisms.	The working style and functioning of the quality commission are monitored, and related improvements are carried out.	There are internalized, systematic, sustainable, and exemplary applications.

A quality commission has been established recently to carry out the quality assurance processes in the institution, but since it has not actively started its activities yet, no evidence can be provided regarding this.

Internal quality assurance mechanisms (PDCA cycles, calendar, structure of units)

LEVEL 1	2	3	4	5
The institution does not have a defined internal quality assurance system.	The internal quality assurance processes and mechanisms of the institution are defined.	The internal quality assurance system is spread throughout the institution and carried out transparently and holistically.	The internal quality assurance system mechanisms are monitored and improved together with the relevant stakeholders.	There are internalized, systematic, sustainable, and exemplary applications.

The department does not have a defined internal quality assurance system.

Leadership and quality assurance culture

LEVEL 1	2	3	4	5
Leadership approaches in the institution do not support the development of a quality assurance culture.	There are plans to create a leadership approach that supports the quality assurance culture in the institution.	There are leadership applications that support the development of a quality assurance culture spread throughout the institution.	Leadership applications and the contribution of these applications to the development of the quality assurance culture are monitored, and related improvements are carried out.	There are internalized, systematic, sustainable, and exemplary applications.

There are no studies on institutional culture and leadership approach supporting the quality assurance culture in the department.

Stakeholder Participation

Participation of internal and external stakeholders in quality assurance, education and training, research and development, management, and internationalization processes

LEVEL 1	2	3	4	5
There are no mechanisms to ensure stakeholder participation in the internal quality assurance system of the institution.	There are plans to ensure stakeholder participation in the PDCA layers of quality assurance, education and training, research and development, social contribution, management system, and internationalization processes in the institution.	There are mechanisms spread throughout the institution to ensure stakeholder participation in the PDCA layers of all processes.	The functioning of stakeholder participation mechanisms is monitored, and related improvements are carried out.	There are internalized, systematic, sustainable, and exemplary applications.

No activity for stakeholder participation has been carried out in our department so far. However, in the upcoming period, it is planned to hold at least 2 meetings a year with the participation of stakeholders such as students, alumni, chamber of financial advisors, chamber of commerce, etc.

Internationalization

Internationalization policy

LEVEL 1	2	3	4	5
There is no internationalization policy in the institution.	The institution has an announced internationalization policy compatible with its mission and goals.	Internationalization applications are spread to relevant units, adopted, and compatible with the quality policy.	Internationalization applications are monitored, and internationalization policies are improved according to the monitoring results.	There are internalized, systematic, sustainable, and exemplary applications.

We have an internationalization policy at the department level.

Management and organizational structure of internationalization processes

LEVEL 1	2	3	4	5
The institution does not have a managerial and organizational structure regarding internationalization processes.	The institution has plans regarding the management and organizational structure of internationalization processes.	The organizational structuring regarding the management of internationalization processes in the institution is completed and operates transparently, inclusively, and in a participatory manner.	The managerial and organizational structuring of internationalization processes is monitored and improved.	There are internalized, systematic, sustainable, and exemplary applications.

There are plans regarding the management and organizational structure of our department's internationalization processes. The exchange programs coordinators of the Business Administration Department are listed in the link below.

<https://iibf.bandirma.edu.tr/tr/isletme/Sayfa/Goster/Degisim-Programlari-1665>

Internationalization resources

LEVEL 1	2	3	4	5
The institution does not have sufficient resources to sustain its internationalization activities.	The institution has plans to create physical, technical, and financial resources of appropriate quality and quantity to sustain its internationalization activities.	The institution's internationalization resources are managed by considering the balance among units.	The distribution of internationalization resources in the institution is monitored and improved.	There are internalized, systematic, sustainable, and exemplary applications.

Although efforts to provide physical, technical, and financial resources of appropriate quality and quantity to sustain internationalization activities are ongoing, students receiving education in the Business Administration department within the scope of the ERASMUS program

benefit from the program. Students who are entitled to participate in the ERASMUS Program are announced via the specified link:

<https://erasmus.bandirma.edu.tr/tr/erasmus/Duyuru/Liste?k=-1>

Internationalization performance

LEVEL 1	2	3	4	5
There are no internationalization activities in the institution.	There are plans for activities compatible with the internationalization policy in the institution.	There are internationalization activities spread throughout the institution.	Internationalization activities are monitored and improved in the institution.	There are internalized , systematic, sustainable, and exemplary applications .

Efforts to create plans and defined processes for monitoring and evaluating internationalization performance in our department are ongoing.

EDUCATION AND TRAINING

Design and Approval of Programs

Design and approval of programs

LEVEL 1	2	3	4	5
Processes regarding the design and approval of programs are not defined in the institution.	There are defined processes in the institution, including principles, methods, compliance with NQF-HETR, and stakeholder participation regarding the design and approval of programs.	In line with the defined processes; programs designed and approved throughout the institution are carried out in accordance with the aims and learning outcomes of the programs.	The design and approval processes of the programs are systematically monitored and improved by evaluating them together with relevant stakeholders.	There are internalized, systematic, sustainable, and exemplary applications.

The first stage of creating course curricula and programs begins in the department academic boards, and the process is carried out by the internal stakeholders of the relevant units. However, there are no provable defined processes regarding these processes.

Course distribution balance of the program

LEVEL 1	2	3	4	5
Principles and methods regarding course distribution are not defined.	There are defined processes containing principles and methods for dimensions such as the balance of field and professional knowledge with general culture courses, compulsory-elective course balance, gaining cultural depth, and opportunities to know different disciplines regarding course distribution.	Course information packages are prepared and announced in line with defined processes across programs.	The course distribution balance in the programs is monitored and improved.	There are internalized, systematic, sustainable, and exemplary applications.

There is a course information package for the department, and this package is updated regularly every year in line with the demands of the department.

<https://obs.bandirma.edu.tr/oibs/bologna/index.aspx?lang=tr&curOp=showPac&curUnit=11&curSunit=4891>

Compatibility of course outcomes with program outcomes

LEVEL 1	2	3	4	5
Course outcomes are not matched with	There are defined processes containing principles, methods, and classifications	Course outcomes are aligned with program outcomes across programs and	The compatibility of course outcomes with program outcomes is	There are internalized, systematic, sustainable, and

LEVEL 1	2	3	4	5
program outcomes.	regarding the creation of course outcomes and aligning them with program outcomes.	shared with course information packages.	monitored and improved.	exemplary applications.

Qualifications regarding the department and learning outcomes for courses are organized according to the National Qualifications Framework for Higher Education in Turkey and announced on the university webpage within the context of the Bologna process.

<https://obs.bandirma.edu.tr/oibs/bologna/index.aspx?lang=tr&curOp=showPac&curUnit=11&curSunit=4891#>

Course design based on student workload

LEVEL 1	2	3	4	5
Courses are not designed based on student workload.	There are defined processes* containing principles and methods covering dimensions such as internship, professional practice mobility regarding how the student workload will be calculated.	Courses are designed, announced, and implemented appropriately to the student workload.	Student workload is monitored in programs, and course design is updated accordingly.	There are internalized, systematic, sustainable, and exemplary applications.

*It must carry the key principles in the 2015 ECTS Users' Guide. The English diploma supplement, which is a result of student workload-based course design, is given to all students graduating from our department.

https://webyonetim.bandirma.edu.tr/Content/Web/Yuklemeler/DosyaYoneticisi/412/files/1_Lisans.pdf

https://webyonetim.bandirma.edu.tr/Content/Web/Yuklemeler/DosyaYoneticisi/412/files/2_Lisans.pdf

https://webyonetim.bandirma.edu.tr/Content/Web/Yuklemeler/DosyaYoneticisi/412/files/3_Lisans.pdf

sa ns.pdf

https://webyonetim.bandirma.edu.tr/Content/Web/Yuklemeler/DosyaYoneticisi/412/files/4_Lisans.pdf

Measurement and evaluation system

LEVEL 1	2	3	4	5
The institution does not have a measurement and evaluation system.	There are defined principles and rules in the institution to establish a holistic measurement and evaluation system.	Measurement and evaluation applications appropriate to these principles and rules are carried out throughout the institution.	Measurement and evaluation applications are monitored, and improvements are made in the measurement and evaluation system according to the monitoring results.	There are internalized, systematic, sustainable, and exemplary applications.

There is no specific measurement and evaluation system for the department; there are measurement and evaluation systems applied by the faculty in this regard.

[https://webyonetim.bandirma.edu.tr/Content/Web/Yuklemeler/DosyaYoneticisi/412/files/C_8_%20bagil_degerlendirme%20yönergesi_doc%20\(1\)-dönüştürüldü.pdf](https://webyonetim.bandirma.edu.tr/Content/Web/Yuklemeler/DosyaYoneticisi/412/files/C_8_%20bagil_degerlendirme%20yönergesi_doc%20(1)-dönüştürüldü.pdf) There are online measurement and evaluation applications via LMS. Especially since the beginning of the pandemic, these applications have been continued comprehensively.

<https://lms.bandirma.edu.tr/>

Student Admission and Development

Student admission, recognition of prior learning, and crediting*

LEVEL 1	2	3	4	5
Processes regarding student admission, recognition of prior learning, and crediting are not defined in	There are principles, rules, and associated plans regarding student admission, recognition of prior learning, and crediting	There are applications within the plans throughout the institution.	Processes regarding student admission, recognition of prior learning, and crediting are monitored, improved, and	There are internalized, systematic, sustainable, and exemplary applications.

LEVEL 1	2	3	4	5
the institution.	in the institution.		updates are announced.	

Exemption and adaptation are applied in the Vertical Transfer Exam for student admission to the department and in lateral transfers.

https://webyonetim.bandirma.edu.tr/Content/Web/Yuklemeler/DosyaYoneticisi/412/files/C_7_Muafiyet_intibak_islemleri_yonergesi.pdf

Certification of qualifications and diploma

LEVEL 1	2	3	4	5
Processes regarding diploma approval and the certification of other qualifications are not defined in the institution.	There are comprehensive, consistent, and announced principles, rules, and processes regarding diploma approval and the certification of other qualifications in the institution.	There are applications regarding diploma approval and the certification of other qualifications throughout the institution.	Applications are monitored and defined processes are improved.	There are internalized, systematic, sustainable, and exemplary applications.

Diplomas, degrees, and other qualifications are defined in the Bandırma Onyedi Eylül University associate and undergraduate education and examination regulation.

<https://www.resmigazete.gov.tr/eskiler/2016/09/20160909-16.htm> Students who successfully complete all programs of our department can benefit from double major or minor programs. While the minor program does not mean a separate undergraduate program, it is possible to receive an associate and undergraduate diploma in a second branch through the double major program. The double major directive can be accessed from the link specified below: https://www.bandirma.edu.tr/Content/Web/Yuklemeler/DosyaYoneticisi/6/files/cift_anadal_yonerge.pdf

Student-Centered Learning, Teaching, and Assessment

Teaching methods and techniques

LEVEL 1	2	3	4	5
There are no student-centered approaches in learning-teaching processes.	There are principles, rules, and plans for the application of student-centered approaches in learning-teaching processes.	Student-centered teaching methods and techniques are applied in line with defined processes across programs.	Student-centered applications are monitored and improved with the participation of relevant internal stakeholders.	There are internalized, systematic, sustainable, and exemplary applications.

A university and faculty elective course pool has been created within the scope of active interdisciplinary work in learning methods and techniques. Our department's students can choose non-departmental courses from the "university elective course" pool in the fall and spring semesters of their 3rd Year.

<https://obs.bandirma.edu.tr/oibs/bologna/progCourses.aspx?lang=tr&curSunit=4891>

Measurement and evaluation

LEVEL 1	2	3	4	5
There are no student-centered measurement and evaluation approaches in programs.	There are principles, rules, and plans regarding student-centered measurement and evaluation.	There are student-centered and diversified measurement and evaluation applications across programs.	Student-centered measurement and evaluation applications are monitored and improved with the participation of relevant internal stakeholders.	There are internalized, systematic, sustainable, and exemplary applications.

Our faculty members announce the evaluation criteria (midterm exam, homework, oral exam, project, final exam, etc.) and their ratios to students via the student information system at the beginning of the semester. The regulations applied to students in the unit can be accessed from the <https://oidb.bandirma.edu.tr/tr/oidb> link. In addition, course syllabi are uploaded to the eby system before the first lesson at the beginning of each semester.

Student feedback

LEVEL 1	2	3	4	5
There are no mechanisms for receiving student feedback in the institution.	Principles and rules regarding receiving student feedback (course, course instructor, program, student workload*, etc.) regarding teaching processes have been established in the institution.	Student feedback (at the end of each semester or academic year) is received across programs.	Applications regarding receiving student feedback are monitored across all programs and improved based on student participation.	Feedback results are reflected in decision-making processes. There are internalized, systematic, sustainable, and exemplary applications.

Student feedback mechanisms on a departmental basis have not been established. It is planned to create surveys at the end of each semester to receive feedback and share it with faculty members.

Academic advising

LEVEL 1	2	3	4	5
There is no defined academic advising process in the institution.	There are defined principles and rules regarding an advising process that supports the student's academic and career development in the institution.	Academic advising is carried out within principles and rules in the institution.	Academic advising services are monitored in the institution and improved with student participation.	There are internalized, systematic, sustainable, and exemplary applications.

Academic advising services are effectively provided at Bandırma Onyedi Eylül University FEAS. An advisor is assigned by the relevant department head to all students enrolling in undergraduate programs. Academic advisors monitor the student throughout their educational life and help solve the problems they may encounter regarding both course registrations and other issues.

Academic Staff

Appointment, promotion, and assignment criteria

LEVEL 1	2	3	4	5
The institution's appointment, promotion, and assignment processes are not defined.	The institution's appointment, promotion, and assignment criteria are defined; however, field-specific needs are not examined in planning.	Appointment, promotion, and assignment criteria defined and known by stakeholders for all fields of the institution are applied and used in decision-making (hiring, assigning, promoting educational staff, and course assignments, etc.).	The results of appointment, promotion, and assignment applications are monitored, and measures are taken by evaluating the monitoring results.	There are internalized, systematic, sustainable, and exemplary applications.

The "Directive on Appointment and Promotion to Faculty Membership of Bandırma Onyedi Eylül University" entered into force as of 01.01.2021. No appointments were made in accordance with this regulation in 2020.

https://webyonetim.bandirma.edu.tr/Content/Web/Yuklemeler/DosyaYoneticisi/290/files/Yonerge/OgretimUyesiAtamaYukseltirmeKriterleri_V4.pdf

Teaching competence

LEVEL 1	2	3	4	5
There are no plans to improve the teaching competence of the academic staff in the institution.	There are plans regarding the improvement of the competencies of the institution's academic staff in areas such as student-centered learning, distance education, measurement and evaluation, material development, and quality assurance systems.	There are applications to improve the teaching competence of the academic staff throughout the institution.	Findings obtained from applications to improve teaching competence are monitored, and monitoring results are examined together with the academic staff, and measures.	There are internalized, systematic, sustainable, and exemplary applications.

There is no regulation or organized training program regarding the educational practices of trainers in our department. However, there are practices carried out at the faculty and university level. Our department faculty members benefit from these applications.

Incentives and rewards for educational activities

LEVEL 1	2	3	4	5
There are no incentive and reward mechanisms for the teaching staff.	There are plans to establish incentive and reward mechanisms in a competence-based, fair, and transparent manner.	Incentive and reward applications are spread across the institution.	Incentive and reward applications are monitored and improved.	There are internalized, systematic, sustainable, and exemplary applications.

Although there are supports such as academic incentives and BAP supports on a university basis in terms of incentives and rewards for educational activities, there is no incentive on a departmental basis.

Learning Resources

Learning environment and resources

LEVEL 1	2	3	4	5
The institution does not have sufficient resources to sustain its educational activities.	The institution has plans to create learning resources (classrooms, laboratories, studios, learning management systems, printed/e-resources and materials, human resources, etc.) of appropriate quality and quantity to sustain its educational activities.	The management of learning resources throughout the institution is carried out by considering field-specific conditions, accessibility, and balance among units.	Monitoring and improvements are made for the development and use of learning resources.	There are internalized, systematic, sustainable, and exemplary applications.

Although there are no resources specifically allocated to the department, the resources provided by the university and faculty are sufficient.

Social, cultural, sporting activities

LEVEL 1	2	3	4	5
There are no social, cultural, and sports activity facilities of appropriate quality and quantity in the institution.	There are plans to create social, cultural, and sports activity facilities.	Social, cultural, and sports activities are accessible throughout the institution, and they are utilized based on equal opportunity.	Social, cultural, and sports activity mechanisms are monitored; activities are diversified and improved in line with needs/demands.	There are internalized, systematic, sustainable, and exemplary applications.

There are no social, cultural, and sports activity facilities belonging to the department.

Facilities and infrastructures

LEVEL 1	2	3	4	5
There are no facilities and infrastructure of appropriate quality and quantity in the institution.	There are plans regarding the establishment and use of facilities and infrastructure (dining hall, dormitory, health, library, transportation, information and communication infrastructure, distance education infrastructure, etc.) of appropriate quality and quantity in the institution.	Facilities and infrastructure are accessible throughout the institution, and they are utilized based on equal opportunity.	The use of facilities and infrastructure is monitored and improved in line with needs.	There are internalized, systematic, sustainable, and exemplary applications.

There are no facilities and infrastructure belonging to the department.

Accessible university

LEVEL 1	2	3	4	5
There are no accessible university arrangements in the institution.	There are plans for qualified, accessible, and fair accessible university applications.	Accessible university applications are sustained throughout the institution.	Accessible university applications are monitored and improved by also taking the opinions of disadvantaged groups.	There are internalized, systematic, sustainable, and exemplary applications.

There are no accessible university arrangements in the department.

Psychological counseling and career services

LEVEL 1	2	3	4	5
There are no regular activities regarding psychological counseling and career services in the institution.	There are plans for psychological counseling and career services of appropriate quality and quantity (accessible, diversified, announced) in the institution.	Psychological counseling and career services are applied within the plans throughout the institution.	Applications regarding psychological counseling and career services are monitored; they are improved by also taking student opinions.	There are internalized, systematic, sustainable, and exemplary applications.

There is no Psychological Counseling and Development Center service for students in the department. However, there is a Psychological Counseling and Guidance Unit in the Health, Culture and Sports Department of Bandırma Onyedi Eylül University. FEAS students can benefit from this service free of charge.

(<https://sksdb.bandirma.edu.tr/Content/Web/Yuklemeler/DosyaYoneticisi/316/files/web%20si tesi.pdf>)

Monitoring and Updating of Programs

Monitoring and updating program outcomes

LEVEL 1	2	3	4	5
There is no mechanism for monitoring and updating program outcomes.	Periods, principles, rules, and indicators have been established for monitoring and updating program outcomes.	Mechanisms for monitoring and updating program outcomes are operated across programs.	Program outcomes are monitored with these mechanisms and updated by also taking the opinions of relevant stakeholders.	There are internalized, systematic, sustainable, and exemplary applications.

On a departmental basis, there are no mechanisms for monitoring and updating program outcomes.

Alumni tracking system

LEVEL 1	2	3	4	5
There is no alumni tracking system in the institution.	There is planning regarding an alumni tracking system to examine whether the aims and goals of the programs have been achieved.	There are alumni tracking system applications across the programs in the institution.	Alumni tracking system applications are monitored, and updates are made in programs in line with needs.	There are internalized, systematic, sustainable, and exemplary applications.

There is no alumni tracking system on a departmental basis. There are plans to establish both communication between alumni and alumni-student communication for the upcoming period.

RESEARCH AND DEVELOPMENT

Research Strategy

The institution's research policy, goals, and strategy

LEVEL 1	2	3	4	5
The institution does not have a defined research policy, strategy, and goals.	The institution has a research policy, strategy, and goals expressing its perspective on research, research principles, priorities, and preferences in managing its resources.	There are applications carried out in line with the defined research policy, strategy, and goals throughout the institution.	Applications related to research policy, strategy, and goals are monitored in the institution, and measures are taken according to the monitoring results.	There are internalized, systematic, sustainable, and exemplary applications.

The department does not have a defined research policy, strategy, and goals.

Management and organizational structure of research-development processes

LEVEL 1	2	3	4	5
There is no planning regarding the management and organizational structure of research-development processes in the institution.	The institution has plans that consider issues such as directing and motivating regarding the management and organizational structure of research-development processes.	The management and organizational structure of research-development processes are implemented in the direction of institutional preferences throughout the institution.	Results related to the functionality of the management and organizational structure of research-development processes are monitored, and measures are taken in the institution.	There are internalized, systematic, sustainable, and exemplary applications.

The department is in the phase of establishing the management and organizational structure of research and development processes.

Relationship of research with local/regional/national development goals

LEVEL 1	2	3	4	5
The institution does not consider local, regional, and national development goals and changes in its research.	Local, regional, and national development goals and changes are taken into consideration in planning research in the institution.	Research is carried out across the institution by considering local, regional, and national development goals and changes.	Research outputs are monitored in the institution, and monitoring results are improved in relation to local, regional, and national development goals.	There are internalized, systematic, sustainable, and exemplary applications.

The relationship of the department's research with local, regional, and national development goals is in the definition phase.

Research Resources

Research resources

LEVEL 1	2	3	4	5
The institution does not have sufficient resources to sustain its research and development activities.	The institution has plans regarding the creation of physical, technical, and financial resources of appropriate quality and quantity to sustain its research and development activities.	The institution manages research and development resources by considering the research strategy and the balance among units.	The adequacy and diversity of research resources are monitored and improved in the institution.	There are internalized, systematic, sustainable, and exemplary applications.

Sufficient materials such as desktop and laptop computers and projectors are provided to the staff to be used in research activities, publications, and projects carried out in the department. The research resources belonging to the department are shown below.

Material	Quantity
Desktop Computer	15
Portable Computer	6
Printer	15
Scanner	1
Photocopier	2
Projector	4
Smart Board	7

Internal university resources (BAP)

LEVEL 1	2	3	4	5
The institution does not have internal university resources for research and development activities.	The institution has plans (such as the BAP Directive) to create internal university resources of appropriate quality and quantity to sustain its research and development activities.	Internal university resources are provided by considering the research strategy and the balance among units to sustain the research and development activities of the institution.	In the institution, the use and distribution of internal university resources are monitored and improved.	There are internalized, systematic, sustainable, and exemplary applications.

The BAP unit carries out the necessary procedures in resources for the university.

<http://bap.bandirma.edu.tr/> The Business Administration department did not have any projects completed in 2020, but it has 2 ongoing projects.

Orientation to extra-university resources (Support units, methods)

LEVEL 1	2	3	4	5
The institution does not have any orientation towards extra-university resources for research and development activities.	The institution has plans regarding the creation of methods and support units for the use of extra-university resources.	Methods and units have been established to support the use of extra-university resources to sustain the research and development activities of the institution in line with the research strategy.	In the institution, the use of extra-university resources in research and development activities is monitored and improved.	There are internalized, systematic, sustainable, and exemplary applications.

The department has no orientation towards extra-university resources for its research and development activities.

Doctoral programs and post-doctoral opportunities

LEVEL 1	2	3	4	5
The institution does not have doctoral programs and post-doctoral opportunities.	The institution has plans regarding doctoral programs and post-doctoral opportunities compatible with its research policy, goals, and strategies.	Doctoral programs and post-doctoral opportunities compatible with and supporting the research policy, goals, and strategies are carried out in the institution.	The outputs of doctoral programs and post-doctoral opportunities are regularly monitored and improved in the institution.	There are internalized, systematic, sustainable, and exemplary applications.

Doctoral programs are carried out by the Bandırma Onyedi Eylül University Institute of Social Sciences, established in 2015. <https://sbe.bandirma.edu.tr/> "Business Administration Doctorate" and "Marketing Doctorate" programs are offered in the Business Administration department. Besides these, it is planned to open an Accounting and Finance doctorate program. There is no post-doctoral opportunity belonging to the department.

Research Competence

Developing the research competence of academic staff

LEVEL 1	2	3	4	5
There are no mechanisms for developing the research competence of academic staff in the institution.	There are plans for developing the research competence of academic staff in the institution.	There are applications aimed at developing the research competence of academic staff throughout the institution.	In the institution, applications aimed at developing the research competence of academic staff are monitored, and monitoring results are evaluated together with the academic staff, and measures.	There are internalized, systematic, sustainable, and exemplary applications.

National and international joint programs and joint research units

LEVEL 1	2	3	4	5
There are no mechanisms for establishing joint programs and joint research units at the national and international level in the institution.	The institution has plans and mechanisms for multiple research activities such as participating in research networks and establishing collaborations with joint programs and joint research units at the national and international level.	National and international joint programs and joint research activities are carried out throughout the institution.	In the institution, intra-institutional and inter-institutional joint programs and joint research activities at the national and international level are monitored and improved by evaluating them with relevant stakeholders.	There are internalized, systematic, sustainable, and exemplary applications.

There is no national or international joint program and joint research unit related to the department.

Research Performance

Academic staff performance evaluation

LEVEL 1	2	3	4	5
There are no mechanisms for monitoring and evaluating the research performance of academic staff in the institution.	There are principles, rules, and indicators for monitoring and evaluating the research performance of academic staff in the institution.	Mechanisms created to monitor and evaluate the research-development performance of academic staff are used throughout the institution.	The research-development performance of academic staff is monitored and improved by evaluating it together with the academic staff.	There are internalized, systematic, sustainable, and exemplary applications.

Activity reports are requested from the departments every year, and performances are tracked within this framework. However, this tracking is carried out on a faculty basis, not on a departmental basis.

Monitoring and improving research performance

LEVEL 1	2	3	4	5
There are no mechanisms for monitoring and evaluating research performance in the institution.	There are principles, rules, and indicators for monitoring and evaluating research performance in the institution.	Mechanisms created to monitor and evaluate research performance are used throughout the institution.	Research performance is monitored in the institution and improved by evaluating it with relevant stakeholders.	There are internalized, systematic, sustainable, and exemplary applications.

It is planned to create mechanisms for evaluating research performance and improving it based on results.

Evaluating research budget performance

LEVEL 1	2	3	4	5
There are no mechanisms	There are principles,	Mechanisms regarding the	Research budget	There are internalized,

LEVEL 1	2	3	4	5
for evaluating the research budget performance of the institution.	rules, methods, and indicators to evaluate the research budget performance of the institution.	evaluation of research budget performance are used throughout the institution.	performance is monitored and improved in the institution.	systematic, sustainable, and exemplary applications.

It is considered to implement applications to monitor the research budget performance of the institution.

SOCIAL CONTRIBUTION

Social Contribution Strategy

Social contribution policy, goals, and strategy

LEVEL 1	2	3	4	5
The institution does not have a social contribution policy, goals, or strategy.	The institution has a social contribution policy, goals, and strategy expressing the principles, priorities, and preferences in managing its resources that it will follow in its social contribution activities.	There are applications carried out in line with the social contribution policy, goals, and strategy throughout the institution.	Social contribution policy, goals, and strategies are monitored in the institution and improved by evaluating them with relevant stakeholders.	There are internalized, systematic, sustainable, and exemplary applications.

There are no defined social contribution policies, goals, and strategies in our department. However, in order to both establish and execute these strategies, many application and research centers were established within the university in 2019. It is expected that coordination will be ensured between our department and these research centers, and our faculty members will produce social contribution by taking part in these centers.

Management and organizational structure of social contribution processes

LEVEL 1	2	3	4	5
There is no planning regarding the management and organizational structure of social contribution processes in the institution.	The institution has plans regarding the management and organizational structure of social contribution processes.	The management and organizational structure of social contribution processes are implemented in the direction of institutional preferences throughout the institution.	Results related to the functionality of the management and organizational structure of social contribution processes are monitored, and measures are taken in the institution.	There are internalized, systematic, sustainable, and exemplary applications.

The department does not have a plan regarding the management and organizational structure of social contribution processes. There are plans to establish an external stakeholder commission across the department.

Social Contribution Resources

Resources

LEVEL 1	2	3	4	5
The institution does not have sufficient resources to sustain its social contribution activities.	The institution has plans for creating physical, technical, and financial resources of appropriate quality and quantity to sustain its social contribution activities.	The institution manages social contribution resources by considering the social contribution strategy and the balance among units.	The adequacy and diversity of social contribution resources are monitored and improved in the institution.	There are internalized, systematic, sustainable, and exemplary applications.

The department does not have sufficient resources to sustain its social contribution activities.

Social Contribution Performance

Monitoring and improving social contribution performance

LEVEL 1	2	3	4	5
There are no mechanisms for monitoring and evaluating social contribution performance in the institution.	There are principles, rules, and indicators for monitoring and evaluating social contribution performance in the institution.	Mechanisms created to monitor and evaluate social contribution performance are used throughout the institution.	Social contribution performance is monitored in the institution and improved by evaluating it with relevant stakeholders.	There are internalized, systematic, sustainable, and exemplary applications.

Plans are being made for applications to monitor and improve social contribution performance in our department.

MANAGEMENT SYSTEM

Structure of Management and Administrative Units

Management model and administrative structure

LEVEL 1	2	3	4	5
The institution does not have a management model and organizational structure compatible with its mission and ensuring the achievement of its strategic goals.	The management model and administrative structure guarantee the institution's achievement of its mission and strategic goals; all processes have been defined, and authority, duties, and responsibilities compatible with the processes have been determined.	The management model and organizational structure of the institution operate to cover all units and areas.	Applications regarding the management and organizational structure of the institution are monitored and improved.	There are internalized, systematic, sustainable, and exemplary applications.

The management model and administrative structure that guarantee the department achieves its mission and strategic goals have been established in line with the processes and cover all units/areas. However, the results of these are not monitored. The management model of the department is available. <https://iibf.bandirma.edu.tr/tr/isletme/Personel/AkademikYonetim>

Process management

LEVEL 1	2	3	4	5
Processes related to education and training, research and development, social contribution, and the management system are not defined in the institution.	Education and training, research and development, social contribution, and management system processes and sub-processes are defined in the institution.	Defined processes are managed throughout the institution.	Process management mechanisms are monitored in the institution and improved by evaluating them with relevant stakeholders.	There are internalized, systematic, sustainable, and exemplary applications.

Processes regarding education and training, research and development, social contribution, and the management system in the department are in the planning phase.

Management of Resources

Human resources management

LEVEL 1	2	3	4	5
There are no defined processes regarding human resources management in the institution.	There are defined processes regarding human resources management compatible with strategic goals in the institution.	Applications in line with human resources management are carried out appropriately to defined processes throughout the institution.	Human resources management applications are monitored in the institution and improved by evaluating them with relevant internal stakeholders.	There are internalized, systematic, sustainable, and exemplary applications.

There are no defined processes regarding human resources management in the department.

Management of financial resources

LEVEL 1	2	3	4	5
There are no defined processes regarding the management of financial resources in the institution.	There are defined processes compatible with strategic goals regarding the management of financial resources in the institution.	Applications regarding the management of financial resources are carried out appropriately to defined processes throughout the institution.	Management processes of financial resources are monitored and improved in the institution.	There are internalized, systematic, sustainable, and exemplary applications.

The department has no financial resources.

Information Management System

Integrated information management system

LEVEL 1	2	3	4	5
There is no information management system in the institution.	Information management systems have been created in the institution to support the acquisition, storage, use, processing, and evaluation of institutional information.	An integrated information management system supporting core processes (education and training, research and development, social contribution, quality assurance) is operated throughout the institution.	The integrated information management system is monitored and improved in the institution.	There are internalized, systematic, sustainable, and exemplary applications.

Information management systems similar to EBYS

(<https://ebys.bandirma.edu.tr/enVision/Login.aspx>), OBS (<https://obs.bandirma.edu.tr/>), and LMS (<https://lms.bandirma.edu.tr/>) are widely used in the university, faculty, and department.

Information security and reliability

LEVEL 1	2	3	4	5
There are no applications regarding ensuring information security and reliability in the institution.	There are defined processes regarding ensuring information security and reliability in the institution.	There are integrated applications regarding ensuring information security and reliability in the institution.	Applications regarding ensuring information security and reliability are monitored and improved in the institution.	There are internalized, systematic, sustainable, and exemplary applications.

Information security and reliability are ensured by the institution's IT department. Within this framework, the internet infrastructure covering the department was renewed, security cameras were installed, IP Phone infrastructure was established, and Personnel Information Security Awareness Training was provided (<https://bidb.bandirma.edu.tr/tr/bidb>).

Support Services

Suitability, quality, and continuity of services and goods

LEVEL 1	2	3	4	5
There are no defined processes to evaluate the suitability, quality, and continuity of goods and support services procured externally in the institution.	There are defined processes in the institution to guarantee the suitability, quality, and continuity of support services and goods procured externally.	Mechanisms ensuring the suitability, quality, and continuity of support services and goods procured externally are operated throughout the institution.	Mechanisms ensuring the suitability, quality, and continuity of services and goods are monitored in the institution and improved by taking feedback from relevant stakeholders.	There are internalized, systematic, sustainable, and exemplary applications.

No goods or services are procured externally as a department.

Public Information and Accountability

Public information and accountability

LEVEL 1	2	3	4	5
There are no mechanisms to inform the public and ensure accountability in the institution.	There are defined processes to inform the public in line with transparency and accountability principles in the institution.	The institution operates public information and accountability mechanisms in line with defined processes.	The institution's public information and accountability mechanisms are monitored and improved in line with stakeholder opinions.	There are internalized, systematic, sustainable, and exemplary applications.

Mechanisms to inform the public and ensure accountability do not exist in the department.