



**FACULTY OF BUSINESS AND ECONOMICS**

**Quality Assurance Handbook**

**March 2021**

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## **INTRODUCTION**

The Faculty of Business and Economics (FBE) recognizes the importance of an academic quality assurance framework to demonstrate how quality is assured in academic and administrative processes in its programs. FBE recognizes that academic quality assurance is critical to its ability to continue its higher education operations and is committed to maintaining high quality in both academic and administrative processes. In line with this recognition, FBE aims to ensure a high level of quality in every academic program offered by the Faculty.

FBE's academic quality assurance handbook aims to link the Faculty's quality assurance policies and processes with the Standards and Guidelines for Quality Assurance in the European Higher Education Area. The objectives of FBE's quality assurance of academic standards and outcomes will be achieved through systematic, established internal processes for quality assurance and the maintenance and improvement of academic standards. The Quality Handbook specifies FBE's procedures for the management of academic quality and standards in teaching and learning. More specifically, the objective of FBE's quality assurance framework is to maintain and sustain high quality in the areas of program content and development, student assessment, student-academic staff relations, administrative processes, staff and facilities management. In each of these areas the Faculty has established procedures for not only achieving quality in these processes but also undertaking procedures for institutional assessment of the outcomes. In this way the Faculty aims to ensure quality for its stakeholders; i.e., academic and administrative staff, students and the community. The Handbook will be continually updated following the feedback from all stakeholders.

## POLICY FOR QUALITY ASSURANCE

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

FBE aims to ensure high quality in both academic and administrative processes, which include program content, development and modifications, student relations with the Faculty, student assessment, student support, staff development and facilities management. FBE also recognizes the need for continuous improvement of these procedures and processes based on the feedback from both internal and external stakeholders such as staff, students, alumni, and the community. The Faculty continuously monitors its daily, short-term and long-term activities and plans to ensure maintenance of quality in its processes and procedures. Policies, rules and procedures are updated when required to improve quality. These updates and changes are communicated to the stakeholders. As the main document to ensure quality the Quality Management Handbook will be available both in print in the Dean's and Department Chairs' Offices and in electronic form on FBE web site. The Handbook will be continuously updated according to the feedback from all stakeholders.

### **Mission and Vision**

The mission and vision, which were updated in 2019, are subject to revisions every five years. These revisions must be approved by the Faculty Academic Council. The revision process is managed by the Strategic Plan Committee.

**MISSION:** The Faculty of Business and Economics is primarily dedicated to offering a high-quality education and learning experience to a diverse student body in an international setting, complemented by research on business, economic and social affairs, and the fostering of collaborative ties with our stakeholders.

**VISION:** To be a leading Faculty in the Eastern Mediterranean recognized for teaching excellence and relevant research to enhance student learning in a multicultural environment.

### **Organizational Structure**

#### **Dean's Office**

The Dean's Office consists of the Dean and Vice-Deans. The Dean is the representative and administrator of a Faculty and its units. The Dean is elected by full-time academics and appointed by the EMU Board of Trustees for a 3-year term. The Dean may select to assist him in his/her work, from among the Academic Staff, a maximum of two Vice-Deans for 3-year terms at most. The Dean's duties are to Chair the Faculty Councils and to facilitate the orderly working of the Faculty's units; to give a report at the end of every semester or when requested by the Rector about the general circumstances and operations of the Faculty;

to inform the Rector of the Faculty's financial and staff requirements together with justifications; to monitor and supervise the Faculty's units and employees at all levels; and to perform the other duties given by the Rector in accordance with this Statute.

### **Faculty Administrative Council**

The Faculty Administrative Council is an organ to assist the Dean in the administration of the Faculty, is chaired by the Dean and composed of the Vice-Deans and Department Chairs. The Faculty Administrative Council is convened upon the request of the Dean. The Faculty Administrative Council is to perform the following duties:(1)To prepare reports and programs related to the Faculty's activities;(2)To prepare draft investment programs and the draft budget to be submitted to the Rectors' office; and(3)To prepare proposals on matters concerning the administration of the Faculty submitted by the Dean (<https://mevzuat.emu.edu.tr/1-Statute-EmuStatute.pdf> ).

### **Faculty Academic Council**

The Faculty Academic Council, chaired by the Dean, is composed of the Vice-Deans, the Departmental Chairs of the Faculty, 3 Professors elected by the Professors; 2 Associate Professors elected by the Associate Professors; 1 Assistant Professor elected by the Assistant Professors, 1 Instructor elected by the full-time Instructors, and 1 student representative elected by the students. The Faculty Academic Council convenes normally at least 4 times a year, at the beginning and end of each semester and whenever the Dean considers necessary. The Faculty Academic Council must be convened for an extraordinary meeting in the event of a written petition signed by at least one third of members.

The Faculty Academic Council is an academic organ with the following duties and powers:(1)To submit its opinion to the Dean, to decide on any proposals presented concerning the planning, programming and implementation of the Faculty's educational, research and publication policies; (2)To carry out the other duties given by the Dean in accordance with this Statute.(3) To decide upon procedures for the acceptance and dismissal of students and on questions relating to the Faculty's educational and examination procedures.

### **Department Council**

The Department Council is composed of the full-time academic staff in the department and 1 student representative elected by the students. The council is chaired by the Head of Department. The Department Council convenes at least 3 times every semester and whenever considered necessary by the Head of Department. The duties of the Department Council are :(1)To determine the principles and plans according to which the educational, research, publication and financial operations of the Department are to be conducted;(2)To prepare the draft proposals for the Department's budget and investments;(3)To give its opinion on matters related to the administrative issues submitted to it by the Department Chair;(4)To perform other duties given by the Department Chair in accordance with this Statute.

### **Quality Assurance Committee**

The committee is comprised of a Coordinator (elected by representatives or one of the vice-deans), a vice-chair responsible for quality assurance from each department.

The FBE Quality Assurance Committee responsibilities are identified as follows:

- 1) identifying and implementing relevant quality assurance procedures and promoting good practice across the Faculty
- 2) promoting continuing dialogue between academic staff and students in the development and improvement of the student learning experience
- 3) monitoring evaluation surveys
- 4) receiving and considering reports from departmental committees regarding academic standards and student learning experience (including annual monitoring reports for programs, accreditation reports, and student feedback) and taking action if required

### **Assurance of Learning Committee**

Assurance of Learning (AOL) is part of continuous improvement of teaching and learning processes in the Faculty of Business and Economics. The committee will be formed in each individual department and serve as the central organizational component that directs and oversees the department's assessment process. The committee is comprised of a coordinator (vice chair responsible for assurance of quality) and program coordinators.

The mission of the AOL committee is to ensure the programs in FBE has appropriate learning outcomes consistent with the mission of the Faculty, to continuously monitor achievement of program-specific learning outcomes, and to make recommendations for continuous curricular improvement to advance desired student outcomes.

Committee responsibilities are identified as follows:

1. Contribute to the curriculum management process in collaboration with program coordinators.
2. Monitor and facilitate the development of program learning outcomes, rubrics, instruments and methods for assessing student achievement for each learning outcome
3. Initiate periodic reviews of the learning outcomes in collaboration with program coordinators
4. Report results and recommendations to the Department Council and the quality assurance committee.

### **Institutional Review**

FBE is subject to comprehensive reviews by such accreditation agencies as YODAK, YOK, and FIBAA. The local higher education authority, YODAK, has a shared responsibility with the Ministry of Education in the

supervision of higher education quality. The new program pre-approval is received from the Ministry of Education and the program approval necessary to admit students is granted by YODAK. The Higher Education Authority of Turkey (YOK) provides the approvals as well as quotas for programs for all students from Turkey and serves as a mechanism for recognition for students from other countries as well. The placement of students from Turkey is handled by a centralized exam system that YOK organizes. YOK also provides some threshold numbers for the minimum number of faculty members for program approvals. EMU works with the higher education authorities in various other countries in order to get recognition for the EMU degrees in these countries. EMU also relies on independent, international accrediting bodies for periodic program accreditation, such as FIBAA for FBE.

## DESIGN AND APPROVAL OF PROGRAMS

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

FBE recognizes the need to offer programs that are well-designed, regularly monitored, and periodically reviewed. The Faculty is committed to creating a learning environment where students will be able to attain knowledge, skills and competence for the purpose of academic degrees that are comparable to similar degrees offered in other higher education institutions in the world. In order to achieve that goal FBE ensures that programs consider the rapid changes in the society and stakeholder needs and demands.

FBE uses well-documented, systematic processes to develop, monitor, evaluate and modify the curricula of degree programs. Curriculum management includes inputs from all stakeholders including faculty, administrators, students, alumni, and the community served by FBE.

Department Councils continuously monitor the curricula for the programs that they manage. They seek feedback from students, alumni, and the Faculty Advisory Board which consists of representatives from the industry, community and government institutions.

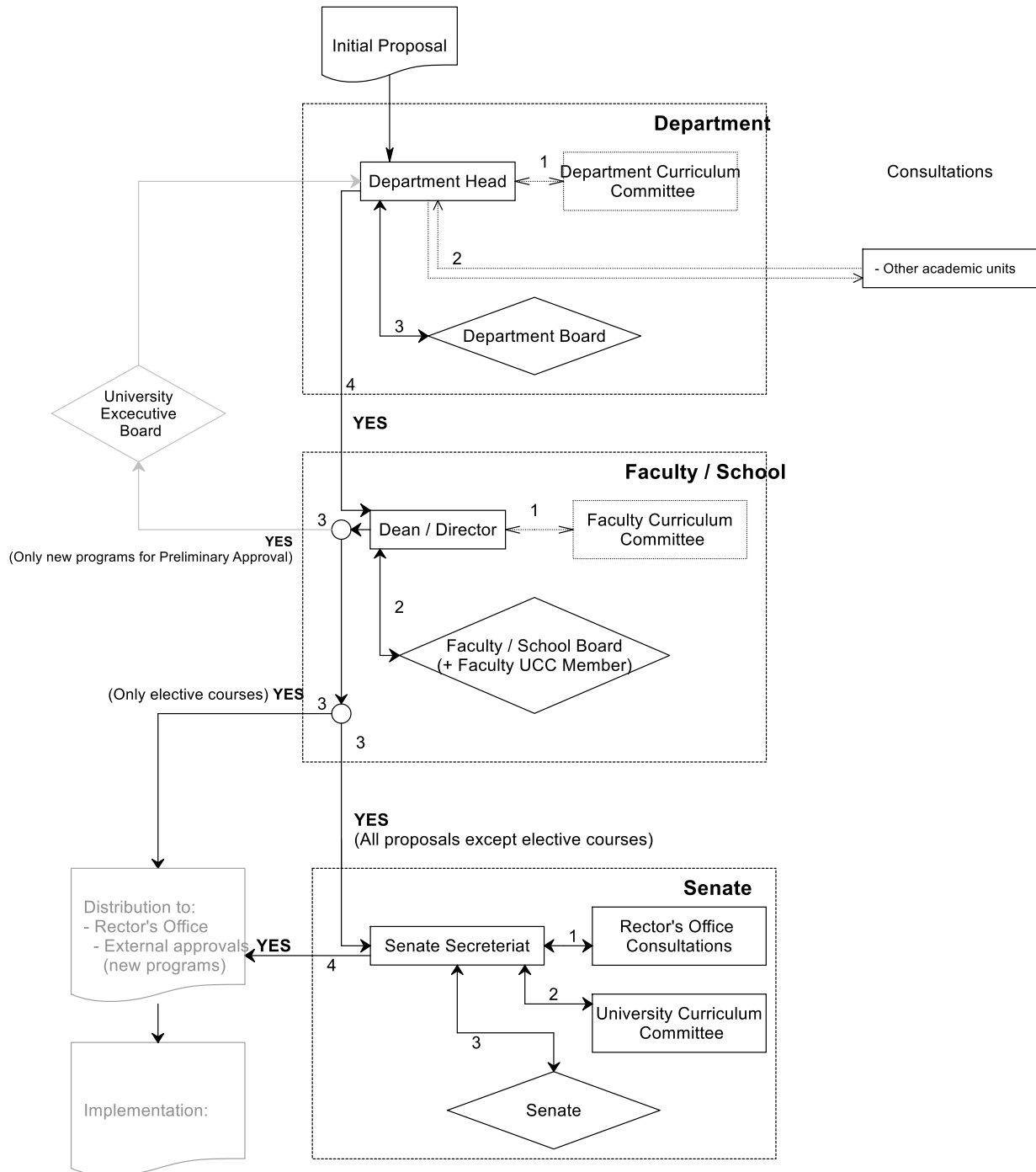
Each degree program has a Program Coordinator who closely monitors the program needs. At the end of each academic year Department Councils consider reports from Assurance of Learning Committees, feedback from the Program Coordinators, students and alumni, the community, academic developments in the fields of programs, and assess the need for changes in the existing programs or introduction of new programs. Each department has curriculum committees and the Program Coordinators work closely with the curriculum committee in case of any changes to the curriculum. The Department Councils are in charge of proposing curricular changes to the Faculty Council. If the Department Council agrees to make changes in the programs or introduce new programs, then the proposed changes are submitted to the Faculty Academic Council. At the university level, there is the University Curriculum Committee (UCC) with members from each School and Faculty in the university. The UCC has provides guidelines about the general structure of degree programs. The final decision about the curriculum is made in the University Senate.

The University Curriculum Committee has detailed forms for proposing new degree programs and for proposing changes to the curriculum of a previously approved program (Figure 1). The UCC program change form requires information about the verification, implementation and expected impact of the change. For new programs, the UCC has a two-tier form. The first tier is a preliminary application that focuses on the financial impact of the new program and the impact of the new program on ongoing degree programs in the university. This is first discussed with the Rector's Office. Then a form is filled out about the content of the program that includes information about program goals and program outcomes, unique features of the program, admission requirements, transfer requirements, graduation requirements, compliance with external evaluation / accreditation agency requirements, the curriculum,



the number of university core courses, the faculty core courses, faculty core courses, area core courses, area electives, university electives and the course descriptions.

**Figure 1: Flowchart showing curriculum change procedures in EMU**



## STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

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

### Learning and Teaching Methods

The programs at FBE provide students with a strong theoretical background and opportunities to apply theories and concepts through interactive learning tools. The determination of specific teaching methods to use in a course depends on the subject matter. FBE promotes the philosophy that students must become active learners; they learn much more when they actively participate in interactive methods rather than passively listening to lectures in a classroom environment. Instructors utilize different interactive teaching methods. Instead of passive, rote learning Faculty members encourage students to actively participate in class discussions and express their views and opinions. Students are expected to carry out different types of course work such as exercises, individual and/or group projects, term papers, presentations, cases, quizzes, and other examinations. Students develop their research competencies by completing research assignments and individual or group projects in their courses. These research assignments and projects enable them not only to improve their research skills but apply theories and concepts as well.

Each instructor determines the course requirements for their courses in alignment with the respective learning outcomes and follows the guidelines established by the University and FBE. For multiple-section courses, course coordinators carry out this task to ensure consistency among different groups taught by different instructors. Accordingly, exams given in each course are based on the content covered in the course. Faculty members are strongly encouraged to prepare exams that will test students' ability to apply theories and concepts covered in the course. In the exams, students demonstrate their understanding of the concepts, models, and theories by successfully applying them in different situations. Course instructors make every effort to make sure that learning assessment methods are based on course and program learning outcomes.

### Learning Support

The FBE recognizes the fact that the first step in ensuring academic progress is appropriate course advice. Student advice is provided by faculty members, department chairs, program directors and staff. It is supported by the FBE publications on the structure of each program as well as by printed and online course planning tools such as course outlines.

Every student is assigned a faculty advisor who helps students with their programs of study. The advisors are strictly appointed among the faculty members. Academic advice commences when a student is enrolled in a program in the Faculty. New students are contacted through phone, e-mail, and FBE WhatsApp, Facebook accounts. New students meet their advisors in the orientation week. This advisor-student relationship continues through all four years of the student's program. Further advice is offered

on an individual basis by the Registrar's Office staff, program directors, course coordinators in the Faculty and other relevant staff. These resources are supplemented with extensive web-based support material and the course catalog. Live chat links are also available on program web pages.

The resources available for out of class assistance with course material and assignments include; FBE LMS/Moodle discussion groups run by instructors; access to academic staff by email, Microsoft Teams or in person at their offices; and access to a tutor (teaching assistant).

Faculty members maintain regular office hours and an "open-door policy" with students. All faculty members are available to receive students in their offices and help them with course materials and assignments. Student performance and progress are continuously monitored and managed through the student advising system. Students are encouraged to meet regularly with their advisors to review their academic performance and progress, discuss problems and/or receive scholarly and career advice. Faculty members are also encouraged to give prompt responses to e-mails sent by students.

A student portal service is provided by the University Registrar's Office to help students track their letter grades for the respective courses, grade point average (GPA) of the respective semester and cumulative GPA (CGPA) for all of the completed semesters. The portal provides a solid foundation for students and their advisors in following the students' progress through the duration of their degree enrollment.

The course registration process is organized so that the students meet in person with their advisors during the registration period for academic advice before they can receive the official registration confirmation needed to complete their registration process. Registration to courses is made simple, rapid and efficient by utilizing an online registration software package. This program highlights a combination of courses that a student can register for. It is based on students' performance in the previous semesters and the course program option selected by the student. The strong advisory system at the FBE often extends beyond academic matters, to help students especially in the early days of enrollment.

FBE monitors student progress on a regular basis. The Dean's Office and departmental administration encourage academic advisors to follow the students with academic, personal and other difficulties. Where problems are identified, students may be offered additional course advice by their academic advisors, program coordinators and/or course coordinators. The advisors invite students to their offices to discuss various problems that might occur and advise them on the ways in which they can follow to resolve them. Student support is promoted in enrolment and orientation material, in all the FBE course outlines and in a variety of other FBE publications.

The assessment of student performance is carried out by instructors of individual courses. Instructors determine course components and their weights that will be used in assessment. All the course requirements identified by the instructors must adhere to the rules and regulations of the FBE and EMU. Student course performance is evaluated by using continuous assessment mechanisms that include midterm and final examination(s), quizzes, assignments, in-class activities/exercises, and course projects. These mechanisms are organized in order to check the students' ability in meeting the course and program outcomes. During the evaluation process, the students are given a mark which is typically out of 100 and then at the end of the semester, the cumulative average mark of the student is converted to a letter grade by the course instructor.

The letter grades are organized on a 4.00 point grading scale. The letter grades, their grade point equivalence, and respective descriptions are given in Table 1.

**Table1: The letter grades**

Grade	Grade Point Equivalent	Description
A	4.0	Superior Pass in a credit-course
A-	3.7	Superior Pass in a credit-course
B+	3.3	Very Good Pass in a credit-course
B	3.0	Very Good Pass in a credit-course
B-	2.7	Very Good Pass in a credit-course
C+	2.3	Pass in a credit-course
C	2.0	Pass in a credit-course
C-	1.7	Conditional Pass in a credit-course
D+	1.3	Conditional Pass in a credit-course
D	1.0	Conditional Pass in a credit-course
D-	0.7	Failure in a credit-course
F	0.0	Failure in a credit-course
NG	0.0	Failure in a credit-course due to disinterest of the student
S	-	Satisfactory (Pass in a non-credit-course)
U	-	Unsatisfactory (Failure in a non-credit-course)
I	-	Incomplete (work with excuse, grade to be given later)
W	-	Withdrawal from a course

Grades A, A-, B+, B, B-, C+, and C are issued to indicate varying levels of unconditional “Pass” status for the successful scores. Grades C-, D+, and D indicate the “Conditional Pass” status, where the students with these grades are regarded as successful given that the Cumulative Grade Point Average (CGPA) is above or equal to 2.00. Grades D- and F indicate “Failure” and the students with these grades have to repeat the course in the proceeding semester.

Students who do not comply with the required level of attendance and/or do not fulfill the requirements for the evaluation of the course are given the “NG” grade by the instructor of the course based on the criteria determined by the Faculty Academic Council.

The grades “S” or “U” are given to students who are registered to non-credit courses. “S” indicates satisfactory and “U” indicates unsatisfactory completion of the course.

“I” grade is given to students who have not written the end of semester exam and/or have not completed some of the components of the course, which contributes to the end-of-semester grade, because of a valid reason that can officially be proved, if required. Such students are obliged to write a make-up exam and/or submit the missing component at least one week before the registration period of the following semester.

The grade “W” is given to students who were allowed to withdraw from a registered course between the 3rd and 11th weeks of the semester. The “W” grade is shown on the transcript of the student.

## STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

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

### Student Admission

The University’s Registrar’s Office manages undergraduate admissions. EMU Admissions by-laws specify the minimum requirements for students to be able to study at the University. The decision is communicated to the student in writing. Admission policies are published in the University promotion materials, on the University website (<https://registrar.emu.edu.tr/en/prospective-students/admission-requirements>) and in publications supporting individual programs. Country specific admission criteria information is also available on the web site. They are supported by admission advice provided by representatives employed in Promotion Offices of the university located in different countries. Students can also use ‘Chat Live’ links on program homepages to ask questions to EMU staff.

Once an admission decision is finalized, students can log on to the orientation days web page (<https://www.emu.edu.tr/en/campus/orientation-days/1383>) to familiarize themselves with the campus and the University. They can also sign up for the orientation program that is organized to introduce the university campus and its facilities and to help them adapt to the social and physical environment. Links to “Orientation Information Handbook” and “Dormitory Information” are also provided on International Office web site (<https://io.emu.edu.tr/en>). For international students, information on traveling to Cyprus, visa procedures, accommodation both on and off-campus, emergency phone numbers and e-mail addresses are also provided on the web site. FBE also has a Facebook and WhatsApp account to contact prospective students, answer their questions, and provide assistance to solve their problems. Contact information for all faculty can also be found on the FBE home page.

Students from different countries and education systems can be admitted to the program. Regulations regarding student admissions are categorized for different nationalities as follows:

#### **a) Nationals of Turkish Republic of Northern Cyprus (TRNC):**

TRNC Nationals who are high school graduates are admitted if they show a satisfactory performance at the university entrance examination administered by Eastern Mediterranean University (EMU). Alternatively, TRNC students are admitted if they hold UK-Based GCE/IGCSE/GCFE Ordinary Level (or equivalent) examination results in 5 different subjects, of which one must be Mathematics with minimum grade of ‘C’ or above.

#### **b) Turkish Nationals:**

Students from mainland Turkey are admitted to the University through a central Turkish University Entrance Examination (YKS) administered by the Office of Student Selection and Placement (ÖSYM). This examination is organized by Turkish Authorities for the placement of the Turkish students into Turkish Universities in Turkey and the Turkish Cypriot Universities in TRNC. Successful students who include our program in their list of preferences are placed in the program based on their scores.

**c) Foreign Nationals:**

International students other than Turkish/TRNC nationals who have a high school diploma/certificate or equivalent obtain acceptance according to their academic performance. An international student with a minimum average diploma grade of 'C' is admitted to the program. Alternatively, international students are admitted, if they hold GCE/IGCSE/GCFE Ordinary Level (or equivalent) examination results in 5 different subjects, of which one must be Mathematics with minimum grade 'C' or above.

Admission may also be made with credit; this recognizes prior study at other Universities or jurisdictions as giving equivalent status to the University courses or programs. Admission with credit is administered by the respective Program Coordinator and the Dean, with the assistance of the International Centre for international students. It may be granted with credit transfer, based on an assessment of prior study, in accordance with the rules set by the departments. Credit transfer reduces the number of courses required to complete a program, and may also exempt the student from specified courses.

**English Language Requirements**

All students are required to take the English Language Proficiency Test and achieve the minimum English Language requirements. This requirement is waived for students with internationally accepted English Language certificates. Students with a minimum IELTS score of 6.0 and a TOEFL score of 537/203/75 (paper-based/computerized/Internet-based) are exempted from the English Language Proficiency Test. GCE/IGCSE/GCFE English subject score of minimum grade 'C' can also be used for the English Language Proficiency Test exemption (<https://fleps.emu.edu.tr/en/prospective-students/exemption-criteria>). The exempted students are directly admitted to the freshman year.

## TEACHING STAFF

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

### Recruitment and Orientation

FBE recognizes the importance of having a core full-time and part-time faculty members that will maintain high quality in the programs. EMU is primarily a teaching institution. Hence, it places great emphasis on teaching effectiveness. Most of our faculty members have had prior teaching experience in different institutions. At the same time, a balance between theory and practice is maintained by employing a number of working professionals as part-time faculty members. There is a balance between faculty members with Ph.D. degrees and master's degree holders. FBE emphasizes both theory and practice in the programs. The Faculty recognizes the importance of practical knowledge in a rapidly changing global environment. Hence, FBE employs working professionals as part-time instructors. They bring their experience to the classroom and provide students with a holistic view of the business world. Most of the core faculty members also have business experience in their fields and they maintain their relationship with their practical fields through research projects. Faculty members share their business experiences in the classroom to improve their teaching effectiveness.

FBE employs both full-time and part-time academics. Consistent with its mission, which emphasizes teaching quality, relevant research and service to the community, FBE aims to recruit and retain academically or professionally qualified faculty. Thus, almost all teaching is undertaken by full-time faculty who are expected to participate actively in the process of curriculum development and design as well as continuous improvement efforts. This is supplemented by part-time faculty who are hired for only teaching responsibilities. However, these are primarily used in multiple group courses under the academic coordination of a full-time faculty member. Some of the supporting faculty are recruited from more advanced Ph.D. students.

FBE has developed recruitment and selection procedures which ensure quality of academic staff. Full-time academic staff employed in the Faculty are recruited through advertising on the University web site, recruitment web sites, and Higher Education Chronicle (please see Appendix 1 for FBE Recruitment Guidelines). Part-time academic staff are recruited through advertising on the University web site and professional contacts by full-time academic staff. Only candidates that satisfy the minimum criteria specified are considered for appointment.

The Department Chair initiates a formal request to recruit new academic staff from the Dean based on her/his evaluations of the needs of the Department. The request must be approved by a majority of the full-time academic members of the Department Council before being forwarded to the Dean's Office. Each such request must justify the need for new staff, including in this justification information concerning current and prospective workloads and the ability of existing full- and part-time academic staff to fulfill these workloads. Also included must be reference to the teaching and research interests, academic rank and general profile sought of potential candidates. Requests for academic staff should be submitted to



the Dean's Office between 1st – 31st December for hiring in the following Fall semester or 1<sup>st</sup>-31<sup>st</sup> May for hiring in the following Spring semester. The Dean will then forward the request to the Provost. Once the request to hire new academic staff has been approved by the Provost, the Department Chair (in consultation with the Dean) initiates the establishment of a Search and Selection Committee. The Search & Selection Committee (SSC) is a standing committee established by each Department with the additional membership of the Dean and a suitable member of the Faculty appointed by the Dean on an ad hoc basis. The SSC is thus composed of the following members: Dean (ex officio), Department Chair (Convenor), 2-3 Full-time Department Members (excluding the Chair, elected by Department Council), 1 Member (who is not a member of the Department that is recruiting) appointed by the Dean on an ad hoc basis for each recruitment process.

Initial Applications are shortlisted, ideally to between 3-5 candidates based upon the list of written criteria pre-ascertained by the SSC and, where applicable, to the criteria given in the Applicant Evaluation Form given below. Wherever possible diversity may also be considered in areas such as gender and cultural or ethnic background.

Criteria used to assess applicants should include potential for academic research and teaching capacity, as well as for service to the University and wider community. Educational background, record of teaching, scholarly record and evidence of administrative and other relevant skills should also be sought. The applicants' overall likelihood of complying with and contributing to the mission and vision foreseen by the relevant Department and the Faculty and University must also be evaluated. Criteria must be applied consistently to all candidates.

A compulsory interview and presentation (preferably as part of a campus visit, but if not feasible then via other means) must be conducted for all shortlisted applicants (in the language in which the candidate is expected to teach all or most of her/his courses).

The CVs of shortlisted applicants are shared with all members of the relevant Department Council who are given the opportunity to participate in the interviews of applicants if they wish. All full-time Department members' opinions are solicited (with ranking if they believe more than one candidate is suitable) and shared with members of the SSC.

The SSC's final choice of candidate, made in accordance with the Applicant Evaluation Form is forwarded by the Dean to the Provost.

### **Orientation**

New Faculty members are provided with an orientation program, overseen by the Department Head. The orientation program provides relevant information to the new faculty member such as FBE's history, culture, organizational structure. The new faculty member also receives information about his/her roles and responsibilities at FBE and EMU, academic and administrative procedures and regulations, general terms and conditions of employment, and policies about teaching, research and evaluations.

## **Academic Staff Development**

FBE is committed to development of the academic staff to ensure that faculty members follow developments in their respective fields, they are competent and capable of designing and delivering the courses, evaluating their students and improving the programs at FBE. The Faculty provides training on a regular basis. The most recent example of such training is the one offered on effective use of Moodle/LMS, which was chosen as the platform to continue online teaching due to the pandemic conditions.

Academic staff are also encouraged to attend workshops and to undertake courses and attend conferences which help their professional development. Faculty attendance at professional and academic meetings is financially supported to the extent possible. In general, travel support is provided if a faculty is presenting a paper or is part of the conference organizing team. Around 200,000 USD is spent each year for facilitating the research activities of faculty members from the FBE budget.

Research grants are available from the Central Research Office of up to \$50,000 per project. There are two funds, the University Research Fund and a separate Researchers Grant provided by the government through the Ministry of Education.

## **Student Evaluations**

Formal teaching evaluations for all courses are conducted every semester. The evaluation questionnaire contains questions with Likert-type scales related to both course and instructor performance (please see Appendix 2 for a copy of the Teaching Evaluation Form). Additionally, students are encouraged to include any comments on the evaluation form. The data from the evaluations are compiled and sent to the instructors. Details of individual instructional performance are confidential to the faculty involved. However, department heads and the Dean have access to evaluations of course content, including students' global evaluation of the overall standard of teaching in the course. Teaching performance is explicitly considered in reappointment and promotion decisions. In addition to the centrally administered online teaching evaluation, FBE decided to use a paper questionnaire that is optically ready for fast data collection and processing. The questionnaire also provides space for students to give comments. Reports will be generated for departments and programs after processing so that results and comments can be evaluated. The questionnaire comprises ten core statements, marked on a five-point Likert scale and four open ended questions, which all students taking the course are asked to answer.

The course evaluation forms, both online and paper-and-pencil, instructor meetings in departments provide feedback for adjusting and improving both courses and the curriculum. In addition, the activities of the Assurance of Learning Committee provide guidelines for the improvement of teaching and learning.

## LEARNING RESOURCES AND STUDENT SUPPORT

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

### Learning Support

The FBE recognizes the fact that the first step in ensuring academic progress is appropriate course advice. Student advice is provided by faculty members, department chairs, program coordinators and staff. It is supported by the FBE publications on the structure of each program as well as by printed course planning tools such as course outlines.

Every student is assigned a faculty advisor who helps students with their programs of study. The advisors are strictly appointed among the faculty members. Academic advice commences when a student is enrolled in a program in the Faculty. New students meet their advisors in the orientation week. This advisor-student relationship continues through all four years of the student's program. Further advice is offered on an individual basis by the Registrar's Office staff, program directors, course coordinators in the Faculty and other relevant staff. These resources are supplemented with extensive web-based support material and the course catalog. Live chat links are also available on program web pages.

The resources available for out of class assistance with course material and assignments include; FBE LMS/Moodle discussion groups run by instructors; access to academic staff by email, Microsoft Teams or in person at their offices; and access to a tutor (teaching assistant).

Faculty members maintain regular office hours and an "open-door policy" with students. All faculty members are available to receive students in their offices and help them with course materials and assignments. Student performance and progress are continuously monitored and managed through the student advising system. Students are encouraged to meet regularly with their advisors to review their academic performance and progress, discuss problems and/or receive scholarly and career advice. Faculty members are also encouraged to give prompt responses to e-mails sent by students.

A student portal service is provided by the University Registrar's Office to help students track their letter grades for the respective courses, grade point average (GPA) of the respective semester and cumulative GPA (CGPA) for all of the completed semesters. The portal provides a solid foundation for students and their advisors in following the students' progress through the duration of their degree enrollment.

The course registration process is organized so that the students meet in person with their advisors during the registration period for academic advice before they can receive the official registration confirmation needed to complete their registration process. Registration to courses is made simple, rapid and efficient by utilizing an online registration software package. This program highlights a combination of courses that a student can register for. It is based on students' performance in the previous semesters and the course program option selected by the student. The strong advisory system at the FBE often extends beyond academic matters, to help students especially in the early days of enrollment.

The University and the FBE monitor student progress on a regular basis. The university and departmental administration encourage academic advisors to follow the students with academic, personal and other difficulties. Where problems are identified, students may be offered additional course advice by their academic advisors, program directors and/or course coordinators. The advisors invite students to their offices to discuss various problems that might occur and advise them on the ways in which they can follow to resolve them. Student support is promoted in enrolment and orientation material, in all the FBE course outlines and in a variety of other FBE publications.

### **Premises, Equipment and Facilities**

All lectures take place in the Faculty buildings. The facilities consist of two main buildings: the RD Building and BEA Building. The RD Building contains 16 classrooms and 4 computer labs. The BEA Building contains 4 classrooms and three large seminar rooms. In addition to RD and BEA buildings, the Central Lecture Hall has lecture theatres and numerous smaller seminar rooms, which are available for FBE's use. All classrooms and seminar rooms are equipped with the full range of modern audiovisual facilities controlled from a central lectern. Audiovisual equipment is a standard fitting in many other rooms and in all other rooms it is provided on request.

*Library:* FBE students use the main University Library. The service model is to maintain as much journal and database content as possible online, with high-demand books and recent issues of journals, kept physically on-site at the main University library. The main library collections can be accessed in person or by using the online access. Information specialists are available to assist students and faculty in library research. These specialists also provide group instruction on the effective use of library resources. This service is used by introductory-level courses in the Faculty to increase our students' awareness of and familiarity with library resources. The library's resources are supplemented by an Interlibrary Loan Service. The library has student-friendly opening hours (Monday-Friday 09:00-22:30 and Saturday-Sunday 10:00-20:00), and extended opening hours during midterm and final exam periods.

The Library houses a collection of more than 160,000 print books, more than 20,000 e-books, thousands of audiovisuals and thousands of online journal subscriptions. The Library has membership in more than 50 Online Databases that allow access to full-text Journals, Reports, Abstracts, E-Books, Reviews, Indicators, Statistical Data, Working Papers, Standards as well as bibliographical information resources. The Library collection is classified in accordance with internationally accepted standards. Direct access to catalog terminals is available on the library premises and users can reach information through the online catalog. The library has 6,600 m<sup>2</sup> of space. The place has a sitting capacity of 900 seats. Additionally, in the library there is a multi-purpose auditorium with 240 seats; an audio-visual room with a 60-seat capacity; and a special exhibition hall to serve different needs ranging from art exhibitions to book shows. In addition to the study areas, there are special leisure sections with comfortable seats. In the library, there are catalog search terminals and internet connections for the readers to access the database. The library houses DVD-VCD players that allow the readers to listen to Classical Music performances and/or watch the videos. The Library is centrally air-conditioned. Readers can use the scanning as well as the photocopying facilities.

*Information Technology Support:* Students receive a University e-mail address as part of their enrolment. The Faculty buildings have 4 computer labs for students that have a total of 126 computers. RD Lab 1 and RD Lab 2 are open for student use throughout the day. RD Lab 2 and RD Lab 3 are reserved for courses that utilize computer software as part of teaching methodology. Additionally, the Faculty has a Ph.D. Lab for graduate students. Wireless network access has been established at many points and covers all of the FBE buildings and cafeterias. All of the courses offered by FBE are supplemented with the LMS/Moodle Course Management System. The system allows faculty members to provide course materials as well as utilize online quizzes and discussion forums.

*Career Advising:* Faculty academic advisors provide career advice to the students who have been assigned to them. The FBE Career Development Office helps students identify career opportunities. The Career Development Office with the support of the central Career Center of EMU organizes job fairs on campus, assists students in job search activities including CV writing, improving interview skills. The Career Development Office has an open-door policy that accommodates individual student needs. The office also reaches out to the students using social networking sites and leaflets. Academic staff is also available to provide individual career assistance. Students can also use centralized career services of the University offered by the Career Centre.

## INFORMATION MANAGEMENT

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

FBE recognizes information systems' importance in collecting and analyzing data to ensure quality in its processes. The University Information Technologies Committee (consisting of Faculty representatives, the Director of ITS, and IT experts) is responsible for the assessment and planning of the University's information and communications technology. The systems used in the University are maintained by the in-house Information Technology Services (ITS) staff.

The University utilizes online application system for applications of prospective students (<https://www.emu.edu.tr/en/prospective-students/online-application-registration/752> ). FBE/EMU uses an online registration software package for registration of students and recording course allocations, which made the registration process simple, rapid and efficient. This software package highlights a combination of courses that a student can register for. It is based on students' performance in the previous semesters and the course program option selected by the student. All students contact details and academic results are kept in the system called EMU Portal. This system also provides useful links to students and faculty members. Students can access their academic progress, choose their courses, and submit their applications for various processes such as course withdrawal, payment etc. on the portal. Various activities by Faculty members can be done on the portal such as grade entrance, access to course load, access to information about students they advise etc.

Alumni Relations is managed by the Directorate of Alumni Communication and Career Development of the University, which aims to create a network among EMU graduates. It tries to raise awareness and understanding of the benefits university provides to the society to maximize that benefit through the involvement, advocacy and philanthropic support of alumni, other individuals and organizations. It utilizes such social media instruments as LinkedIn, Instagram and Facebook for that purpose.

FBE also utilizes social media, Microsoft Teams and Microsoft Forms to gather data for alumni about their learning experience at FBE. These means are used to gather data from existing students too. FBE also has its own Facebook group aimed at communicating with its graduates. It has also recently created a WhatsApp account to foster more effective communication with students and graduates.

The main platform used for communication of information among faculty members, students and administrative staff is Microsoft Outlook. Additionally, Microsoft Teams and LMS/Moodle systems are used by students to access course material and communicate with their instructors.

## PUBLIC INFORMATION

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

Admission policies are published in the University promotion materials, on the University website (<https://www.emu.edu.tr/en/prospective-students/admission-requirements/1180>) and in publications supporting individual programs. Country specific admission criteria information is also available on the web site. They are supported by admission advice provided by representatives employed in Promotion Offices of the university located in different countries. Students can also use 'Chat Live' links on program homepages to ask questions to EMU staff.

Promotional video of the University is available on (<https://www.emu.edu.tr/en/about-emu/promotional-film/1233>) Information on the programs of the University is available both in printed and electronic format (<https://www.emu.edu.tr/en/prospective-students/brochures/1334>).

Additionally, information about the programs offered by the Faculty is also available on the Faculty web page (<https://fbe.emu.edu.tr/en/programs>). The current activities of the Faculty are published on the Faculty's web site (<https://fbe.emu.edu.tr>). Annual accomplishments of the Faculty are compiled and printed in the Faculty Newsletter and also available in electronic format (<https://fbe.emu.edu.tr/en/newsletter>). FBE will also publish its Quality Assurance Handbook and all the relevant evaluation data reports (e.g., student satisfaction surveys, alumni surveys, course evaluations, etc.). FBE web page is managed by IT staff reporting to the Dean. All other social media accounts are the responsibility of assistants working at the Dean's office.

## ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMS

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

FBE has established quality assurance processes to obtain feedback from stakeholders about the programs in the Faculty. These processes enable FBE to monitor, review, and develop the quality of the programs. Programs are monitored throughout the academic year and are also reviewed every three years to ensure that the program is managed satisfactorily: learning outcomes are achieved, student progress is satisfactory, program content is updated, academic and administrative processes are followed, and programs can attract new students.

Responsibility for the implementation of the review of programs rests primarily with the program coordinator and department chairs. Information obtained in the process will be submitted to the Quality Assurance Committee and the Dean's Office for further discussion in Faculty Councils on ensuring academic quality in programs.

### Periodic Review

At FBE, departments will undertake a program review for each of the programs that are offered. The periodic review of academic programs will occur on a three-year cycle. The review committee which includes program coordinators and vice-chair responsible for quality assurance will review the data about the program (such as course evaluation results, student intake, graduates, survey results, etc.), feedback from stakeholders, and assess whether the delivery and performance of the program has been as anticipated.

The periodic review process is designed to:

- Evaluate the extent to which intended learning outcomes are being met
- Consider whether the learning outcomes in the programs remain valid.
- Consider and evaluate whether a high quality student experience is being provided.
- Recommend specific action(s) to remedy identified shortcomings
- Consider developments in both external and internal environment and recommend changes for improvement of programs

The results of the review(s) should be submitted to the Department Council. Review report will be shared with the Quality Assurance Committee. All review reports will be submitted to the Quality Assurance Committee by October 30 of the following academic year. Issues arising from the program reviews will be discussed at FBE Executive Council and FBE Faculty Council.



### **The Program Action Plan (PAP)**

The PAP is a document that will specify actions to be taken in response to the issues raised in periodic reviews. There will be a PAP for each department, plus one for the Faculty. The PAPs will be formally reviewed at FBE Faculty Council meetings in November of each academic year. In these meetings, completed actions will be removed and new actions will be identified for incomplete ones.

### **Online Course Evaluation**

A centrally administered online system for anonymous course evaluation has been in operation at EMU since the 2011/12 academic year. FBE also utilizes the online teaching evaluation survey centrally-administered by the University Administration. Students log on to their portals any time they wish to before the final exam of the course and use the link to the survey to evaluate the courses that they took in that semester.

Formal teaching evaluations for all courses are conducted every semester. The evaluation questionnaire contains questions with Likert-type scales related to both course and instructor performance. Additionally, students are encouraged to include any comments on the evaluation form. The data from the evaluations are compiled and sent to the instructors. Details of individual instructional performance are confidential to the faculty involved. However, department chairs and the Dean have access to evaluations of course content, including students' global evaluation of the overall standard of teaching in the course. Teaching performance is explicitly considered in reappointment and promotion decisions.

### **Student Mid-semester Course Evaluation**

The purpose of this procedure is to ensure that all students are invited to give feedback on every course they take at FBE via an anonymous course evaluation questionnaire, and that such feedback is collated and used systematically to assure and enhance the quality of education at FBE. The questionnaire will cover teaching and assessment, academic support, resource allocation and course organization, with students also encouraged to give feedback on how the course could be improved.

Department chairs in collaboration with vice-chairs responsible for quality assurance in their departments will ensure that anonymous course evaluation will be administered in a consistent and transparent way.

In addition to the centrally administered online course evaluation, FBE, to ensure higher completion rates, decided to use a paper questionnaire that is optically ready for fast data collection and processing. The questionnaire also provides space for students to give comments. Reports will be generated for departments and programs after processing so that results and comments can be evaluated. The questionnaire comprises ten core statements, marked on a five-point Likert scale and four open ended questions, which all students taking the course will be asked to answer.

The mid-semester for course evaluation will be administered to students after midterm exam period. Students will be given reasonable time to complete questionnaires at the end or the beginning of regular class time. Instructor of the course should leave the classroom during the process. Staff or teaching assistant responsible for administering the questionnaire will give students information on how to

complete the form correctly and reassure students that the process is anonymous. Staff or teaching assistant then will give a questionnaire to everyone in the class and collect them at the end. The staff will then seal the questionnaires in an envelope provided for this purpose and then deliver them immediately to the vice-chair responsible for quality assurance in the department that offers the course. Instructors teaching the course will not have access to questionnaires or data collected. It is not permitted for instructors teaching the course to handle the completed forms at any stage.