SHARING INFORMATION ON PROGRESS REPORT

2016 - 2017

March 2018
1. Letter of Renewed Commitment

Sakarya University Business School, having a vision to become a proactive business faculty that increases the prosperity of the stakeholders and the society at large and adds value to them, is making efforts to increase quality in education and training and to raise individuals with social responsibility in line with this vision. We aim to integrate universal values such as sustainability, social responsibility, environmental awareness, and ethics into our educational activities, research projects and academic activities within Principles for Responsible Management Education, which we see as one of the key pillars of these studies.

Business School aims to train graduates who are analytically thinking, open to the world, have a high level of social communication skills, able to adapt to changing situations, and strengthen their leadership abilities by bringing the student-centered education model to the forefront. As Business School, we strive to prepare educational programs that meet the business world and community expectations, as well as theoretical bases, in order to achieve these goals. PRME framework is an opportunity to realize our goals and we believe that PRME values will motivate us to spread in teaching activities, in the business world and in the whole society. We believe that the PRME will be an important part of our school's accreditation journey, which was also a member of the Association of Advance Collegiate Schools of Business (AACSB) in 2013 and presented its first Self-Assessment Report on 12/31/2017 to the AACSB Accreditation Committee (IAC).

Business School PRME Progress Report summarizes our efforts to integrate PRME values into our teaching programs and activities. As can be seen from our report, our teaching programs include courses on sustainability, social responsibility, environment & ethics; moreover, academic studies and projects are being carried out in these subjects. In addition, our students create value for society by carrying out social responsibility activities within the scope of community activities.

As Business School, we will continue our activities with the strength we have gained from our responsibility as one of the five Turkish universities signing the PRME Convention, and we will continue to fulfill our commitment with the signature we gave in 2016.

Sincerely,

Prof. Dr. Ahmet Vecdi Can

Dean, Sakarya University Business School
2. Overview of Sakarya Business School

The Business School was established in 2010 while the Business Department was opened in 1992 within the Faculty of Economics and Administrative Sciences, started its educational activities in 1993, and continued them until 2010. The departments of Business, Tourism Management and Human Resources Management in the Faculty of Economics and Administrative Sciences were officially established in 2010 under the roof of the Business School with the decision of YÖK. In 2011, the Departments of Business in English (International Joint Bachelor's Degree Program - IJBP), Health Management, International Trade and Management Information Systems were opened within the school. Tourism Management Department, which continued its educational activities within the Business School was transferred to the Faculty of Tourism, which was established on a separate campus in 2016. So, the Department of Tourism Management, which was included in the accreditation package, was excluded from the accreditation of the Business School upon recommendation and approval of the mentor when it left the School of Business.

Sakarya Business School is established on an area of 4,000 m², education and training activities are conducted in a usage area of 9,375 m². In the school, there are 3 classrooms with 0-50 people capacity, 27 classrooms with 76-100 people capacity, 1 conference hall and 1 meeting room. There are also a Stock Exchange Simulation Laboratory (FinLab) with a capacity of 24 people and an ERP Laboratory with a capacity of 24 people in the school.

The number of academic staff assigned at the Business School is 96. 56 faculty members out of 96 are at professors-ranking and of those members 11 are professors, 17 associate professors, and 28 assistant professors. Of 40 remaining faculty members, there are 2 instructors and 38 research assistants. In total, there are 3 foreign faculty members, two of them are at professors-ranking faculty members (one professor and one associated professor), and the other is instructor. There are also 15 administrative staff at the school.

❖ Program Portfolio, Delivery Methods and Student Population of Business School

At the bachelor's level in the Business School, Conventional, Evening-Time Education and Distance Learning options are available. In the graduate level, there are master's level with thesis (Specialist) and non-thesis master's degree (Generalist) and distance education non-thesis masters as well as doctoral programs. In this context; Human Resources Management (Conventional Education, Evening-Time Education and Hybrid), Business (Conventional and Evening-Time Education), Business in English (IJBP - Leeds Beckett, Conventional), Health Management (Conventional Education), International Trade (Conventional Education) and Management Information Systems (Conventional education) programs give education and training at the School. Within the International Joint Bachelor's Degree Program (IJBP), Dual Diploma Program, which is taught in English and co-run by the Business Department and the Leeds Beckett University, is also present. At the school, Business-IJBP undergraduate and graduate education is conducted in Turkish and students who want can study at English Preparatory Classes.

At the school, there are Double Major Programs which allows an opportunity for other faculty students to receive two different diplomas and minor programs designed for students' further self-improvement. There are five programs in Business, Human Resources Management, Health Management, International Trade and Management Information Systems offering double major. There are a total of eight minor programs, four in the scope of Business, one in Human Resources Management, one in Health Management, one in International Trade and one in Management Information Systems. The number of students enrolled in programs in the Business School as of 2017 is 2,335 for the conventional
The number of students admitted to the school programs in the 2017-2018 academic year is 1,969 for conventional education, 1,137 for evening-time and 135 for distance education. The number of students who are enrolled in undergraduate programs and who have passive studentship status as of 2017-2018 period is 590.

The organization chart of Business School is given below.

In the Business School, an advisory board has been established in 2016 in order to assist in the efforts to update and improve education, teaching, research and service programs in a manner that is sensitive to the needs of stakeholders around the world and consistent with modern concepts, as from people experienced as industrialists, businessmen or managers as Business World representatives. The board, which consists of academic staff and sector representatives, meets twice every year (three times beginning in 2018) and discusses topics arising in semesters or future. Work is also underway to establish an advisory board to be formed by graduates in order to benefit from the knowledge and experience of the graduates. In order to centrally support the work of accreditation of all undergraduate and graduate programs of the Business School, to increase the amount of scientific output, and to address graduate degree education to meet the recommendations of Business School Advisory Board, made up of business world representatives, on the orientation of education towards graduate degree programs, it has been decided to establish the Business Institute in accordance with recommendations by aforementioned organisations and in line with the Council of Higher Education vision to increase the numbers of accredited programs.

There are Career and Talent Management Coordinatorship, Stock Exchange Simulation Laboratory (FinLab) Coordinatorship, ERP Laboratory Coordinatorship, Business IJP Program Coordinatorship and Distance Learning Program Coordinatorship within the body of Business School. The Career and Talent Management Coordinatorship, a unit of SAU, operates at the Business School and is managed by a faculty member who is active at the school and is affiliated with the Department of Human
Resources Management, Performance and Career Management Program. The coordinatorship conducts general events for students as well as special meetings and programs according to their wishes. The Stock Exchange Simulation Laboratory (FinLab) Coordinatorship organizes programs related to the efficient use of the Laboratory. The ERP Laboratory Coordinatorship organizes programs related to the efficient use of ERP laboratories within the Business School. The Business IJBP Program Coordinatorship is responsible for arranging courses to be held every semester within the scope of Business IJBP program and communication between students and advisors. Distance Learning Program Coordinatorship is composed of a coordinator and two assistant coordinators who are selected from among the faculty members at the Department of Business. The task of the coordinatorship is to coordinate academic and technical services to ensure that the e-MBA program is carried out effectively.

❖ Basic Statements of The Business School

- **Business School’s Mission**

To provide academic support to the entrepreneurship ecosystem, to train and educate employable individuals, and to contribute to practical knowledge.

So, the main themes of the Business School’s mission are listed below.

- Providing academic support to the entrepreneurship ecosystem,
- Training and educating employable individuals,
- Contributing to practical knowledge.

- **Business School’s Vision**

To be a proactive business faculty that increases the prosperity of the stakeholders and the society at large, and adds value to them.

- **Business School’s Values**: Solution-oriented management, Integrity, Innovation, Networking, Empathy and Collaboration.

- **Engagement in The Sakarya Business School**

The school encourages students to create communities to promote participation in entrepreneurship among themselves. In this sense, the school is hosting two student communities. One of these, 21 Days 37 Degrees Business Student Community has become the most active club of the university in a short time with the motto of "Explore the Entrepreneur Within Yourself” motto. The other community is SAU Entrepreneurship and Personal Development Student Community.

The "Entrepreneurship and Project Management” course has been compulsory for all departments since 2014 both at SAU and the Business School. By September 2017, 73% of the graduates had graduated from the school with entrepreneurship and project management courses and equipped to develop project writing / entrepreneurship skills. 60% of the graduates complete their studies with an entrepreneurship certificate and are considered potential entrepreneur candidates. With this certificate, students can get Small and Medium Enterprises Development and Support Organisation (KOSGEB) support and have the opportunity to establish their own business. Dr. Umut Sanem Çitçi, a faculty who works in entrepreneurship field at our School, administers the Entrepreneurship module, which is one of the most important pillars of the USD 2.5 million project of Technocity taking students as the target group.
School students are given Vocational Practice Course in the 8th semester. Within the scope of this course, students spend one semester with on-the-job training and practice internship, by that way, students are able to consolidate the theoretical knowledge they acquired during courses, learn about businesses' organizations, follow the developments in the sector closely, get a team spirit and obtain a chance for employment in the same workplace after completion of their applied training. 41% of our graduates complete their studies with vocational practice course and have the opportunity to convert their theoretical knowledge into practice in sector / businesses and employability opportunity. The fact that about one-quarter of the intellectual contribution produced in the school is oriented towards practice reflects our academic staff's interest in the business world.

Sakarya University’s Career and Talent Management Coordinatorship is operating under the direction of Yasemin Özdemir, a faculty of the School. The coordinatorship, which boasts a psychologist and psychologic counselling and guidance consultants, conducts general events for students as well as special meetings and programs according to their wishes. The fact that the coordinatorship is within the school adds more value to the employable characteristics of the Business School students.

In the past two years, the school has made two very important investments of around USD 170,000 to improve the employability characteristics of the students: the finance laboratory (FinLab) and the ERP laboratory. At FinLab, undergraduate and graduate courses are delivered, certified trainings are organized to increase financial literacy, and financial data sets are provided free of charge to researchers. FinLab, despite operating for as short as only a year, the number of students studying and taking courses in this laboratory has reached "116". Along with that, the ERP laboratory has also provided significant opportunities for school students. ERP laboratory, which is an example of cooperation with the business world; was established within the framework of Casper-Microsoft-Business School cooperation.

The Advisory Board, which was established in 2016 for the first time in the context of training employable individuals, is also an important bridge. The Board adopts such goals as providing support and advisory to identify and meet requirements of business markets from the Business School; assisting Business School Management to achieve the goals of education and training; identifying opportunities with Business School Management to enrich education with internships, mentorship and other learning-work experiences; assisting in establishing significant links and ties between the business school and the business world; helping managers from the business world to meet with students and faculty members in lessons or in formal or non-formal settings; supporting the establishment of stronger bridges between the graduates and the business world; and supporting the financial requirements of the Business School for the presentation of education, training, research and service programs. The School Advisory Board, established for the integration of the business world with the academy, creates a relationship based on win-win.

❖ Basic Statements and The Business Model of SAU

The business model of Sakarya University is important as it shows the importance of institutional social responsibility activities in addition to the institution's teaching activities.

Scope of activities for SAU consists of 3 main areas in relation to three key processes. The first area is national and international higher education services at three levels. The second area is; services such as scientific publications, patent, utility model, projects, laboratory tests and experiments within the scope of R&D activities for public and private institutions. The third area of activities is; scientific organisations, institutional social responsibility activities, education and services provided within the scope of lifelong learning. The target group of SAU consists of graduates of high schools and colleges, demanders of lifelong learning services, and also demanders of R&D and social services such as private
and public organisations, various parts of society. SAU realizes value propositions by using resources and managing key partnerships within the key processes in order to provide services for its target groups through the predefined service channels. All of these components constitute SAU Business Model shown below the Figure.

3. Achievements Regarding PRME the Principles at SAU Business School

**Principle 1 - Purpose:** We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

As the Business School, we aim to integrate responsible management education principles into all of our activities, especially education activities, under the United Nations Global Compact. In this respect, sustainability, social responsibility, work ethics and environmental issues are integrated into course content. In the future, the course contents will be enriched by adding new courses to the course plans and new subjects to the existing courses, so that courses complying with world standards will be provided. In this context, the ideas of our stakeholders are utilized in the process of making our school course plans compatible with today’s conditions. In this sense, the stakeholders involved in the curriculum design process at the Business School of Business are described below:

- **Advisory Board:** The Advisory Board, which was established in 2016 for the first time in the context of training employable individuals, is also an important bridge. The Board adopts such goals as providing support and advisory to identify and meet requirements of business markets from the Business School; assisting Business School Management to achieve the goals of education and training; identifying opportunities with Business School Management to enrich education with internships, mentorship and other learning-work experiences; assisting in establishing significant links and ties between the business school and the business world; helping managers from the business world to meet with students and faculty members in lessons or in formal or non-formal settings; supporting the establishment of stronger bridges between the graduates and the business world; and supporting the
financial requirements of the Faculty of Business for the presentation of education, training, research and service programs.

It is expected that the advisory board will make significant contributions to the training of employable individuals in accordance with our mission. An important part of the members in the Advisory Board, consisting of 30 people including the business world and academic staff, are senior executives or entrepreneurs of important companies in their sectors. Despite being relatively new, the curriculum impact of the Advisory Board has already emerged. The opening of new elective courses for the ERP laboratory established with the financial support of the members in the advisory board is a good example. Suggestions such as introduction of guest representatives for courses, discussion of case analysis in courses, search for solutions to real life problems, giving mentoring service, supporting students to participate in local and global competition are made by members in the Advisory Board meeting. It is believed that The Advisory Board will allow our academicians to be able to develop concrete solutions to the concrete problems of producing joint projects with the business world, and to closely monitor the agenda of the business world.

Sakarya University Faculty of Business Administration IV. Advisory Board Meeting was held in Sapanca Güről Hotel on 2/7/2018, sponsored by members of the advisory board. Four sessions were held under the titles of the workshop groups formed by the members of the Business School faculty members and the advisory committees throughout the day under the titles of Education-Training, Research, External Stakeholders, Advisory Group Working Procedures and Principles. Opinions of the participants were gathered by the idea sheet method, and a total of 1,200 opinions were unearthed. In the presentation prepared at the end of the meeting, the ideas that were formed during the workshop were compiled with data mining methods and presented to participants.

- **Business World**: The Business School, which has increased its initiatives in last two years to establish closer contacts with the business world and meet their expectations from graduates, has been working with yenibiris.com, the second largest business platform in Turkey, to “develop curricula with the analysis of job vacancies” project which was recognized for the second time by AACSB in the Innovation that Inspire initiative in 2017. According to the results of this project, the curricula of the departments at the Business School are being reshaped.

- **Students**: In order to learn and evaluate the opinions of the students and to take measures against deficiencies, questionnaires about the course taken by each student and the lecturer are applied at the end of each semester.

- **Faculty Members**: Staff can make changes in the curriculum according to the opinions of the professor of the course or related disciplines. Within the framework of the Business School's entrepreneurship mission, school members are actively involved in the business world, with the aim of contributing to the continuity of the relationship between the school and the sector through consulting and training activities. School members support their classes with case studies from the sector and they provide students with information about the sector and their own learning by including participants from the sector. In addition, school members visit the students during the internship period to know about the
development of the students and to observe the changing dynamics of the business world and the learning outputs. In addition, the preparation of the school curriculum is aimed at training graduates with theoretical and practical equipment that meet the demands and the needs of the business world by working together with the Faculty Advisory Board.

School members encourage their students to participate in extra-curricular or co-curricular activities. The school member chair the activities of the student communities and bridges the gap between the students and the sector by supporting the participation of the people from sector to the activities.

- **National Meetings**: Nationally, heads of the same field programs come together from time to time to exchange views on the ideal curriculum. For example, the Health Management and MIS departments at the Business School have been both attending and hosting these meetings for a long time.

- **Global Initiatives**: The United Nations Sustainable Business Education Principles have been incorporated into the Business School and in this sense, steps have been taken to add new course content and enhance course content in the curriculum.

Within the school, the diversified amount ranges from social responsibility-inclined groups like Helping Surrounding Villages Student Community to those conducting academic studies and seminars like 21 Days 37 Degrees Business Student Community, and the Scientific Research Student Community.

**Principle 2- Values**: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

The Business School offers courses on social responsibility, business ethics, sustainability and environment in its programs. The list of courses is as follows:

**BUS 329- ENVIRONMENTAL ACCOUNTING**

The objective of this course is to give general information on environment, environmental accounting, environmental auditing, ISO 14000 environmental management and auditing standards. **Course content:** Definition Of Environmental Accounting, Environment and Accounting Relation, Institutions About Environment, Researches about the Environmental Accounting around World, Accounting Profession and Environmental Accounting, Social Reporting In Businesses, Environmental Accounting and Financial Reporting, Environmental Costs.

**BUS 341- SOCIOLOGY OF ORGANIZATIONS**

The purpose of the Sociology of Organizations, is to recognize students’ business organizations and all stakeholders of the society in which they live, also to enhance the relationship between business and society and stakeholders to analyze the ability of the trio. **Course content:** Organization Concept, Sociology Concept, Organization Relations and Sociology, Organization and Community Building Relationships. Organizations and Social Groups. Organizations and Social Institutions. Social Status and Social Role. Society and Culture. Social Behavior Patterns. Organizational and Social Change. Organization and Social Control. Organization and Gender. Organization and International Environment.
BUS 349: GREEN MARKETING

Increasing environmental pollution and consumption of natural resources bring with it a lot of problems and it is seen that there is a significant increase in the number of consumers with environmental sensitivity. In this context, it seems that nowadays enterprises try to provide competitive advantage by putting marketing strategies with environment rooms into practice. This derste is aimed to explain the concept of green marketing and explain the green marketing strategies with sample applications. Course content: Green Marketing, Green Consumer, Green Product Strategy, Green Marketing Mix, Product, Pricing, Promotion and Distribution Strategies, Green Marketing Practices in Turkey and in the World.

BUS 461- SOCIAL ENTREPRENEURSHIP

The aim of this course is to share the history, theory and practices around the world of social entrepreneurship, with students. Thus, they are encouraged to make new examples of social entrepreneurship. Course content: The Management For Social Entrepreneurial Organizations, The Expansion Of The Social İmpact, Social Performance Measurement And Microfinance Opportunities, Sosyal Girişimciliiğin Kuruluşu, Sustainability, Opportunities For Social Entrepreneurship: Civil Society Organizations, Opportunities For Social Entrepreneurship: Corporate Social Responsibility, Opportunities For Social Entrepreneurship: Social Mission.

BUS 422- MARKETING ETHICS

In the course of this concept is explored in marketing ethics. The concept and importance of ethics in marketing is examined. The importance of ethics in marketing concepts and legal concepts are examined. Concepts of ethics in marketing is focused on how important it is. Course content: The Course Content Consists Of Introducing Concept of Ethics, Ethics Platforms and Ethics Marketing, Also Studying Distinctive Features of Ethics Marketing and Developing Ethics Marketing Strategies.

BUS 446- CORPORATE SOCIAL RESPONSIBILITY


BUS 472- FORENSIC ACCOUNTING

The need for the introduction of forensic accountability, which is a professional activity that is required for the application of financial events to business problems, the disclosure of applications and relationships in legal context, and the settlement of judicial matters before or during the trial proceedings. Course content: Business Ethics and Business Culture, Forensic Accounting, The Need for Forensic Accounting Types, The Concepts Of Error, Fraud And Irregularity Will Be Discussed In Detail.

HA 210- ETHICS IN HEALTH CARE MANAGEMENT

To be able to define basic concepts related to ethics; to evaluate ethical principles and unethical behaviors expected to be observed in management; to interpret ethical theories and basic principles in health management; evaluate ethical problems in health services; to explain the development of patient rights. This course will focus on ethics and will give information about ethical principles and
responsibilities in health management. **Course Content:** Basic Concepts Of Ethics, Professional And Managerial Ethics, Ethical Principles And Unethical Behavior in Management, Ethical Theories, Ethical Principles in Health Care, Ethical Dilemmas in Health Care, Ethical Decision-Making Process in Health Care, Physician-Patient Relationship At Ethical Framework, Malpractice, Privacy in Health Care, Case Analysis For Ethical Problems.

**HA 315- HEALTH AND ENVIRONMENT**

The primary task of health care managers is to plan, organize, direct and supervise health care services so that they can meet the health needs of the community. In order for healthcare managers, especially hospital managers, to fulfill this primary duty, they must also have knowledge about the concept of health and the environmental factors that affect the level of health of the community and the individual. This course aims to teach health and healthy people, environment and healthy environment concepts. In addition, it is aimed to raise students' awareness of the relationship between environment and environmental pollution problems and the importance of individual and social health and to inform about environmental health problems.

**HRM 304- ETHICS AND SOCIAL RESPONSIBILITY IN HR**

This course is organized to understand the ethical values and social responsibility practices of today's business world and to evaluate the roles of HRM department. In this context, concepts of ethics and social responsibility and their evolution in history and changing roles of HRM will be evaluated. At the end of the course, students will gain the skills of evaluating and developing of business world in the scope of business ethics and social responsibility. In the scope of the course, Concepts of Business Ethics and Social Responsibility and Evolutuion of These Concepts; Topics Covered by Business Ethics and Social Responsibility and Relevance of These Concepts with HRM Are Discussed. In The Content Of The International Guides And Standards, Best Practices In The World Are Evaluated. Evolution Of The Concepts İn Turkey And Best Practices From Turkey Are Analyzed. In The Scope Of The Course, Students Will Gain Research Skills For Business Ethics And Social Responsibility.

**HRM 320- COMMUNICATION IN HR**

To provide theoretical knowledge about business communication processes. **Course Content:** Basic Characteristics Of Communication, Importance Of Communication, Elements In The Communication Process, Organizational Communication And Models, Elimination Of Barriers And Organizational Communication, Meetings And Communication, Corporational Communications, Information Technologies And Communication, Verbal And Non-Verbal Communication, Culture And Communication, Communication And Ethics, Efficiency Factors İn Organizational Communication And Human Resource Management.

**HRM 419- APPLIED CORPORATE SOCIAL RESPONSIBILITY**

Presenting the basic information and providing implementation opportunities to students to able them to implement basic elements of business ethics and social responsibility in the workplaces. Presenting the basic information and providing implementation opportunities regarding to developing ethics management mechanisms and code of conduct which are the basis of business ethics and social responsibility, practising the adaptation of the business processes to principles of social responsibility guides and standards, developing and implementing social responsibility projects.
MIS 303- INFORMATION TECHNOLOGY LAW AND ETHIC

In informational law class, legal problems arising with Information and Communication technology usage will be investigated and main informational laws and Internet problems will be sorted out. In this way, students will acquire knowledge on Internet domain names, brand law and their protection, electronic and long distance contracts, their set up and overal operations, Internet intellectual properties, especially P2P file sharing, limiting Internet Access and regulations and laws about the process, protection of computer software and website development contracts. *Course Content:* Information Technologies are The Hot Topic in The Last 20 Years. Fast Developments In This Domain Have Brought Important Legal Problems As Well. In This Class, Major Legal Problems In This Area, Especially Internet and Intellectual Property Rights, Unfair Competition, Internet And Criminal Law And Major Responsibilities Of Service Providers Will Be The Major Discussion Points. Electronic Contracts And Distance Agreements And Their Implementations, Protection Of Domain Names, Intellectual Rights On The Internet And Unfair Competition Situations, Limiting Access To The Internet And Law Code 5651, Voice Over The Internet Protocol And Major Responsibilities Of Electronic And Internet Service Providers Will Be Discussed.

**Principle 3: Method:** We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Courses including sustainability, social responsibility, business ethics, and environment are given at the school, as explained in Principle 4’s explanations. In addition, conferences including these topics are organized, social responsibility activities are carried out through student communities, and various activities, such as especially career days within the Coordination of Career and Talent Management, are organized.

The Business School is aware of that the millennium generation, which will soon cover almost all of the student profile attach great importance to learning opportunities and career, that they are interested in corporate social responsibility, that they want to work on a projects with a strong coach or mentor, and are open to new generation business models. Therefore, we believe that the academic and vocational development of the students will not happen only by attending to the classes and listening passively. For this reason, the School works on deepening and developing the following practices.

- **Engagement Through Intellectual Contribution Of The Students**

A great deal of the assignments and final reports at Business School involves processes that require students to interact with the business world. This extra-curricular studies provide students with the opportunity to increase their self-confidence and to know themselves better. Interviews with professionals and entrepreneurs in the school, surveys, (in-depth) interviews, case analysis are frequently used. In addition, it is aimed to increase the interest of the students in the classes and to develop the teamwork skills by adding ”six assignments for six compulsory courses” to the lesson plans and programs in each semester for every program started to be offered in Business School in 2017-2018 academic year. Beside this, in the entrepreneurship courses which are offered in both undergraduate and graduate programmes, each student is prepared and presented a business idea and plan. Therefore, active participation and reflective learning is ensured.

Real world practices are especially taken into account when projects that are compulsory in the MBA programs are being developed and students are expected to defend their projects in front of a jury.
According to the rules of the Institute of Social Sciences, graduate students must either publish in a qualified journal or take part in an important project so that they can complete their thesis. This practice encourages academic engagement of the students in a significant way.

In addition, both undergraduate and graduate programs, all students take the Research Methods Course. Thus, students are based on a scientific basis for their intellectual contributions.

The International Trade Department is about to complete a software "Octopus" as a project of SAU alumnies and department faculties and a software company to provide academic engagement of students in the courses. This software will enable both students to learn the area as well as meeting the needs of businesses.

- **Engagement Through Compulsory And Optional Internships**

In accordance with our mission to train employable individuals, compulsory internship practice, which was used to be applied only in the Human Resources Management Department in 2011, has become compulsory in the International Trade, Management Information Systems and Health Management departments with "Vocational Practice Course Directive" which was enacted by the end of the 2016. Students who study in these departments have to do an internship for one semester in any of the 7th or 8th semesters in addition to their final reports. As stated in the guideline, the aim is to transform the acquired knowledge into practical knowledge, to gain work discipline and teamwork skills, to follow the developments in the sector and to ensure the employability in the same workplace if possible. Students are given freedom to choose internship place, and if the student cannot find a suitable place he can ask for a suitable internship from the Professional Practices Commission. Finding a work place related to study area and choosing among the work places determined by Professional Practices Commission is compulsory. Each department has set up a set of criteria for its students on this. For example, the International Trade Department requires that the foreign trade volume of the business be at least five million dollars or TL equivalent in order to be able to do internship in a foreign trade company and Management Information Systems Department requires that company to have at least 30 employees and an information processing center. This practice, which included 14 students in 2014, continues with the participation of 537 students in 2017. (Tourism department is excluded).

In addition to compulsory internships, all students have the opportunity to do internship in any year. While the number of students who did internship with the incentives of the departments was 183 in 2014, this number has increased to 332 in 2015 and 326 in 2016. The fact that approximately 66% of the students who do internship in 2017 are first-year students should be interpreted as an achievement of our mission to increase engagement and participation.

It is also an important outcome of this practice that information acquired on the internship place and the experiences of teaching staff acquired by visiting these places have been reflected on their teaching and intellectual contributions.

- **Engagement Through Student Societies**

Students have the opportunities to penetrate the business world not only by vocational practices but also seminars, symposiums and interview activities conducted with leading sector representatives by student communities.
• **Engagement by Advisory Board**

Suggestions such as introduction of guest representatives for courses, discussion of case analysis in courses, search for solutions to real life problems, giving mentoring service, supporting students to participate in local and global competition are made by members in the last Advisory Board meeting.

• **Engagement by Competitions**

The Business School believes that competitions are important contributions to make students learn easier, to be involved, and to achieve reflective learning. Some examples of competitions are given below:

• The "Internationalize Me" project, in which the students of International Trade Department make suggestions to a company established in Sakarya in 2016-2017 education period.

• Three of the top ten students in the virtual portfolio competition of Turkey’s most important investment institution are FinLab finance lab students.

• PhD students take part in a Global Marketing Competition, which is open for international student participation become semi-finalist.

**Principle 4: Research:** We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

*Business school supports academic research and projects including social responsibility, business ethics, sustainability and environment. Projects carried out by our school academicians regarding these areas are:*

• **Project Manager:** Asst. Prof. Dr. Ahmet Yağmur Ersoy, **Project Title:** Unearthing emotional maps of the disabled people living in Sakarya province by determining their emotional burden. **Date of Completion of the Project:** 09/29/2016.

• **Project Manager:** Prof. Dr. Kadir Ardıç, **Project Title:** Determination of Students’ Expectation and Satisfaction Levels of Students at Business Administration Department of Business Faculty of Sakarya University, **Date of Completion of the Project:** 09/29/2016.

• **Project Manager:** Asst. Prof. Dr. İbrahim Taha Dursun, **Project Title:** Sakarya Chamber of Commerce and Industry Training Project for Intermediate Staff Solution in Information Sector, **Date of Completion of the Project:** 2016.

• **Project Manager:** Assoc. Prof. Dr. Nihal SÜTÜTEMİZ, **Project Title:** Investigation of Consumption Trends and Luxury Value Perception of Turkish Society in the Context of Social Identity and Personal Values, **Date of Completion of the Project:** 2017.
Articles and proceedings regarding sustainability social responsibility, business ethics and environment fields are:


• Cemek, E., Baş, T., Öztekin, M. Y. "Sustainability Discourse At The Universities", 5th International Conference On Business Management And Legal Studies (ICBMLS), İstanbul/Turkey, 2015.


• Polatç, S., Ardiç, K., Koç, M. “Job And Life Satisfaction From A Different Perspective The Effects Of Perceived Organizational Support And Organizational Commitment”, Journal of Çukurova University Institute of Social Sciences, 23(1), 267-287, 2014.

• Yılmz, T., Yenihan, B. “Job Satisfaction And Organizational Commitment A Field Research From Turkish Pharmaceutical Sector”, Hak-İş International Journal of Labour and Society, 3(6), 200-218, 2014.


• **Erkollar, A., Oberer, B.** “Responsible Business The European Union is Iving Forward The European Strategies On Corporate Social Responsibility”, *Journal of EU Research İn Business*, 2012.


• **Karagüzel, E. S., Ardiç, K.** "The Impact of Organizational Health on Organizational Commitment and a State University Example", *4th International Social Sciences Congress in The Balkans*, 2012, Macedonia.


• **Yıldırım, M.** “Are Organizational Citizenship Behavior and Institutional Citizenship Behavior Two Different Concepts or Are They a Trigger and Supplementary of Each Other?”, *4th International Social Sciences Congress in The Balkans*, 2012, Macedonia.


**Principle 5: Partnership:** We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Business School members of the school are able to establish a company, or become a consultant and manager in Technocity. In this context, there is a company in the field of software of a faculty member of Business School (Dr. Ahmet Yağmur Ersoy), one faculty member is the consultant of the Technocity (Dr. Alptekin Erkollar) and another faculty member (Dr. Umut Sanem Çitçi) is directing Entrepreneurship module of a project, which is one of the most important pillars of a Project.

Business School Members also take place in the TUBITAK, ministries, development agencies, Small and Medium Enterprises Development and Support Administration (KOSGEB) and EU projects.

**Principle 6: Dialogue:** We will facilitate and support dialog and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.
Within the school, the diversified amount ranges from social responsibility-inclined groups like Helping Surrounding Villages Student Community to those conducting academic studies and seminars like 21Days37Degrees Business Student Community, and the Scientific Research Student Community. Every student community is presided by an academic head, even though this academic staff may be from another department. In addition to seminars, interviews and conferences, different activities are organised to appeal to a variety of different areas of interest, such as sporting events, dancing events, and helping nearby schools. Through student communities, students’ interaction with each other increases, as well as their sense of attachment to the faculty, their sense of self-confidence; and their leadership and managerial skills improve.

Various social responsibility projects have been carried out through Business School business communities and some of these activities are given below.

- Business School International Trade Department and 21 Days 37 Degree Student Group, the social responsibility project “Beyond the Barriers - 2” was realized on 3 December 2017. Breakfast was made with Sakarya Barrier-free Café staff and flowers were introduced.

- Business School Business Department “Aid to Local Villagers Community” visited Kemal Yener Elementary School under the leadership of Assist. Assoc. Dr. Kazim Mert on May 8, 2017. Community students played games and organized origami events at school’s garden. They show theater about the dental health and give children, toothbrush, toothpaste, soap.

- On 4 April 2016 with the partnership of Business School International Trade Department and 21 Days 37 Degree Student Group, social responsibility project called as “We Live Our Stories With Children” is established. Various activities were held throughout the day to keep children entertained.
and informed during the event, which was attended by children from many village schools in Sakarya. Throughout the day, children's theater, Down's syndrome children stage show, music community special show are organized.

- On November 23, 2016, a social responsibility project titled "Touching Life" was realized with the partnership of Business School International Trade Department and 21 Days 37 Degree Student Group. Melek Nişancı Nursing Home was visited and confabbed with residents of nursing home about their life experiences.

- On December 3, 2016, a social responsibility project titled "Beyond the Barriers" was realized with the partnership of Business School International Trade Department and 21 Days 37 Degree Student Group. Breakfast was made with Sakarya Barrier-free Café staff and flowers were introduced.
• On December 20, 2016, a social responsibility project titled "Support Call for Aleppo" was realized with the partnership of Business School International Trade Department and 21 Days 37 Degree Student Group. Food, medicine and goods for Aleppo were supplied and aid was provided via IHH in cooperation with 4 student groups on campus.

• On December 28, 2016, a social responsibility project titled "İçinizdeki Girişimi İstiyoruz" was realized with the partnership of Business School International Trade Department and 21 Days 37 Degree Student Group. In the final examinations week, the evening soup was distributed to the students studying for exams in front of the Sakaya University Campus Libraries.

• On December 14, 2015, a social responsibility project titled "Bizim İçin Bir Fırça Da Siz Tutar Mısınız" was realized with the partnership of Business School International Trade Department and 21 Days 37 Degree Student Group. Games were played with the students of Akyazı Uzunçınar Primary School and school building was painted.
On December 14, 2015, a social responsibility project was realized with the partnership of Business School International Trade Department and 21 Days 37 Degree Student Group. The students of the group came together at the Uzunçınar Elementary School with toddler. They showed painting techniques to the children, played games and gave gifts to the children.

Business School also contributes to the activities of non-governmental organizations. For example; Business School Faculty of Human Resources Management Assist. Assoc. Dr. Sevgi Dönmez Maç was selected as a jury member of "Corporate Social Responsibility Contest” 2017 program organized by Confederation of Employers' Unions of Turkey.

Faculty Member of Human Resources Management Department Assoc. Prof. Tuncay Yılmaz, gave 24 hours lecture as Workshop Trainer and Training Program Trainer in October 1, 2017 - December 31, 2017 within the scope of the project titled "Development of Social Dialogue: Secrets of Peace of Labor and Sustainable Production" organized with the partnership of Turkey Cooperatives, Commerce, Education and Office Workers' Union (Koop-İş) and ve Sakarya Chamber of Commerce (SATSO).

4. Our Goals for the Following 18 Months

The Business School will continue to integrate Principles of Responsible Management Education into academic programs and academic studies over the next 18 months. Within the scope of the course changes made every year at our university, it is planned to introduce new courses in sustainability, social responsibility and ethics issues, and to add subjects related to social responsibility and ethics to the contents of existing courses. The academic staff will be encouraged to engage in academic work that includes sustainability, social responsibility and ethics. In addition, training seminars are planned to increase the awareness of school students and school academics about PRME.

Activities are being planned to motivate student communities operating within the Business School, especially in order to continue their social responsibility activities and expand their scope.