THEQC
ICQAA 2026

2nd INTERNATIONAL CONFERENCE ON QUALITY ASSURANCE AND ACCREDITATION

Conference Abstracts and Full Proceedings Book

ISBN: 978-625-91232-0-2

SEPTEMBER 14-15, 2026, İSTANBUL, TÜRKİYE

2nd INTERNATIONAL CONFERENCE ON QUALITY ASSURANCE AND ACCREDITATION

CONFERENCE ABSTRACTS AND FULL PROCEEDINGS BOOK

ISBN

978-625-91232-0-2

PUBLISHER
Turkish Higher Education Quality Council

SEPTEMBER 14–15, 2026

ISTANBUL-TURKIYE

FOREWORD

Quality assurance in higher education is one of the fundamental elements of institutional development, sustainable success, and international competitiveness. Today, as digital transformation and artificial intelligence technologies reshape all processes of higher education, developing quality assurance systems with an approach that guides this change, supports innovation, and bases itself on continuous improvement carries strategic importance.

The Turkish Higher Education Quality Council (THEQC) regards the internalisation of a quality culture in the Turkish higher education system, the strengthening of institutional quality assurance mechanisms, and the dissemination of information and experience sharing at the international level as among its key priorities. In line with this, we held the 2nd THEQC International Conference on Quality Assurance and Accreditation (ICQAA'26), hosted by Yıldız Technical University, in İstanbul on 14-15 September 2026, under the theme "Quality Assurance Systems and Artificial Intelligence in the Process of Digital Transformation."

Our conference, which attracted considerable national and international attention, brought together approximately 1,200 participants. A total of 313 paper applications were submitted to our conference, and following scientific evaluations, 247 papers were accepted for oral presentation. The 4 keynote speeches, 9 panels, and scientific sessions conducted simultaneously in 6 different halls within the scope of the conference provided a foundation for addressing the future of quality assurance in higher education, the opportunities offered by digital transformation, and the prospects and responsibilities brought by artificial intelligence in a multidimensional manner.

The international keynote speakers, Prof. Bjørn Stensaker, Prof. Daniela Cristina Ghițulică, Dr Nasser H. Paydar, and Prof. Jamil Salmi, made valuable contributions to the scientific and international quality of our conference with their evaluations on the future of quality assurance, digital transformation, artificial intelligence, and evolving approaches in higher education.

This book of proceedings includes a total of 193 scientific studies, comprising 74 paper abstracts and 119 full-text papers. I believe that this work, which transforms the scientific accumulation generated at our conference into lasting academic value, will make significant contributions to the development of quality assurance policies in higher education, the improvement of institutional practices, and the strengthening of international academic collaborations.

I would like to extend my gratitude to all our stakeholder institutions and organisations, particularly Yıldız Technical University for their valuable contributions to the success of our conference, as well as to our Organizing and Scientific Committees, invited speakers, panellists, researchers, reviewers, and colleagues who served with dedication.

I hope that this book of proceedings contributes to the reinforcement of quality culture in higher education, the advancement of scientific knowledge, and the future of our higher education, and I wish it to be beneficial to the academic community and all stakeholders.

Prof. Ümit KOCABIÇAK
President of the Turkish Higher Education Quality Council

FOREWORD

Universities are not merely institutions where knowledge is produced and transmitted; they are also centres of science where different ideas meet, new concepts develop, and the future is shaped together. International scientific meetings, on the other hand, offer significant opportunities for universities to share their academic experience, benefit from diverse perspectives, and develop lasting collaborations.

Drawing strength from its deep-rooted history exceeding a century, Yıldız Technical University attaches great importance to pioneering in the fields of science, technology, and innovation, and to contributing to the future of higher education through the knowledge we produce and the collaborations we build. With this understanding, we were honoured to host the 2nd THEQC International Conference on Quality Assurance and Accreditation (ICQAA'26), organised by the Turkish Higher Education Quality Council on 14-15 September 2026, on the historic Davutpaşa Campus.

The conference, conducted under the theme “Quality Assurance Systems and Artificial Intelligence in the Process of Digital Transformation,” enabled issues closely concerning the future of higher education to be addressed from an international perspective. Bringing together academics, researchers, and higher education representatives from different universities across Türkiye and various countries around the world in İstanbul was extremely valuable in terms of strengthening scientific interaction and developing a shared understanding.

The speeches, panels, and scientific sessions conducted on our campus over two days laid the groundwork for discussing current developments from different perspectives and establishing the foundations for new institutional collaborations. This book of proceedings is a valuable work that immortalises the academic output of the scientific gathering at Davutpaşa Campus and serves as a reference for future studies.

I would like to express my gratitude to the Presidency of the Turkish Higher Education Quality Council for leading this meaningful organisation, to all academics and researchers who contributed to the scientific program, and to our colleagues involved in the organisation. I also extend my special thanks to our academic and administrative staff who fulfilled our university's hosting responsibility with great dedication.

I wish that the scientific bonds established on the occasion of the conference continue to grow stronger, and I hope that this work contributes to new research, original ideas, and international academic collaborations.

Prof. Eyüp DEBİK
Rector of Yıldız Technical University

PREFACE

Quality assurance in higher education is one of the essential pillars of institutional development, sustainable success, and international cooperation. Today, as digital transformation and artificial intelligence technologies reshape higher education processes, developing quality assurance systems with innovative approaches and sharing best practices are of great importance.

With this understanding, the International Conference on Quality Assurance and Accreditation (ICQAA'26), organised by the Turkish Higher Education Quality Council (THEQC) on 14-15 September 2026 and hosted by Yıldız Technical University under the theme “Quality Assurance Systems and Artificial Intelligence in the Process of Digital Transformation,” hosted an important scientific gathering at both national and international levels.

At our conference, which gathered approximately 1,200 participants, the future of quality assurance in higher education, digital transformation, artificial intelligence, micro-credentials, and international accreditation approaches were addressed in various dimensions through 4 keynote speeches and 9 panels. The contributions of representatives from international quality assurance agencies strengthened the scientific quality and international interaction of our conference.

A total of 313 paper applications were submitted to our conference, and following scientific evaluations, 247 papers were accepted for oral presentation. The book of conference proceedings includes 193 scientific studies, consisting of 74 paper abstracts and 119 full-text papers. I believe these studies will provide significant contributions to the scientific knowledge and future research in the field of quality assurance in higher education.

I sincerely thank the THEQC President for leading the successful organisation of our conference, the Rector of Yıldız Technical University for hosting the event and their support, our keynote speakers, panellists, Scientific and Organizing Committees, reviewers, all participants, and our dedicated organisation team for their valuable contributions.

I hope that ICQAA'26 reinforces international collaborations, contributes to the dissemination of a quality culture, and that this book of proceedings sheds light on future scientific endeavours.

Prof. Ramazan BAYINDIR
Chair of the ICQAA'26 Conference Organizing Committee

THE 2ND THEQC INTERNATIONAL CONFERENCE ON QUALITY ASSURANCE AND ACCREDITATION

"Quality Assurance Systems and Artificial Intelligence in the Digital Transformation Process"

THE BOOK OF FULL-TEXT PAPERS AND ABSTRACTS

September 14–15, 2026, Istanbul, Türkiye

EDITORS

Levent ALTINTAŞ (Ankara University)

Hüsamettin EKİCİ (Kırıkkale University)

B. Ruhsar KAVASOĞLU (Ankara Hacı Bayram Veli University)

© September 2026. All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, including electronic, mechanical, or photocopying methods, without the prior permission of the publisher. The authors are solely responsible for the scientific content and legal aspects of their respective contributions.

THEQC
ICQAA 2026

CONTENTS

Contents I

Committees II

Honorary Committee II

Organizing Committee Chairs II

Advisory Board II

Organizing Committee II

Scientific Committee III

Abstracts Book 1

Full-Text Book 76

COMMITTEES

HONORARY COMMITTEE

Professor Ümit KOCABIÇAK, President of THEQC
Professor Eyüp DEBİK, Rector of Yıldız Technical University

ORGANIZING COMMITTEE CHAIRS

Ramazan BAYINDIR, Vice President of THEQC
Vatan KARAKAYA, Vice Rector of Yıldız Technical University
Sema YILMAZ, Council Member of THEQC

ADVISORY BOARD

Ali BİLGİN, Council Member of THEQC
Mustafa Sıtkı BİLGİN, Council Member of THEQC
Elif ÇEPNİ, Council Member of THEQC
Hüseyin AĞIR, Council Member of THEQC
Mesut GÜNER, Council Member of THEQC
Murat SARĞIN, Council Member of THEQC
Aşkın TÖREN, Council Member of THEQC
Gülden Banu MÜDERRİSOĞLU, Council Member of THEQC
Cengiz DELİBAŞ, Council Member of THEQC
Fatma Derya ARIKAN, Council Member of THEQC

ORGANIZING COMMITTEE

Mehmet YILMAZ, Secretary General of THEQC
Olgun ÇİÇEK, International Advisor to THEQC
Ronny HEINTZE, International Advisor to THEQC
Ivan LEBAN, International Advisor to THEQC
Yunus Nadi YÜKSEK, Advisor to the President of THEQC
Resul TELLİ, Advisor to the President of THEQC
Levent ALTINTAŞ, Advisor to the President of THEQC
Çiğdem SAZAK TURGUT, Advisor to the President of THEQC
Meryem Ayşegül KOZAK ÇAKIR, Advisor to the President of THEQC
Hüsamettin EKİCİ, Advisor to THEQC
B. Ruhsar KAVASOĞLU, Advisor to THEQC
Sena ÇATAL, Advisor to THEQC
Ömer Faruk YILDIZ, Branch Manager at THEQC
Aykut BÖCÜKCÜ, Assistant Expert at THEQC
Muzaffer Mert TOPUZ, Assistant Expert at THEQC
Mustafa ÖZCAN, Assistant Expert at THEQC
Muhammed İkbal SAĞKOL, Assistant Expert at THEQC
Serkan DÖNMEZOĞLU, Assistant Expert at THEQC
Volkan BABACAN, Assistant Expert at THEQC
Zeynep DEMİR, Assistant Expert at THEQC

THEQC
ICQAA 2026

SCIENTIFIC COMMITTEE

Şenol AKIN, Yozgat Bozok University
Philip G. ALTBACH, Boston College, USA
Mehmet Emin ARICI, Karadeniz Technical University
Feyza ARICIOĞLU, Marmara University
Juan Carlos ARROYO, Universidad UCATEC, Bolivia
Hakan ATILGAN, Ege University
Cengiz Hakan AYDIN, Özyeğin University
Ali AZAR, Zonguldak Bülent Ecevit University
Salih BARDAKÇI, Hacettepe University
Chan BASARUDDIN, University of Indonesia, Indonesia
Eltjo BAZEN, EQAR – European Quality Assurance Register, Netherlands
Ergül BERBER, Istanbul Arel University
Brandford BERVELL, University of Cape Coast, Ghana
Oğuz BORAT, Istanbul Commerce University
Neslihan BOYAN, Çukurova University
Chané de BRUYN, University of Johannesburg, South Africa
Rui Alexander CASTANHO, Portalegre Polytechnic University, Portugal
Hamish COATES, Australian National University, Australia
Clifton CONRAD, University of Wisconsin–Madison, USA
Maximilian CONRAD, University of Iceland, Iceland
Gwilym CROUCHER, University of Melbourne, Australia
Bülent ÇAVAŞ, Dokuz Eylül University
Ferhan ÇEBİ, Istanbul Technical University
Olgun ÇİÇEK, Senior Researcher, University of Ljubljana, Slovenia
Atilla ÇİMER, Trabzon University
Tuncay DÖĞEROĞLU, Eskişehir Technical University
Muzaffer ELMAS, Kocaeli University of Health and Technology
Sina ERCAN, Yeditepe University
Füsun EYİDOĞAN, Başkent University
İlyas GÖKHAN, Ankara Hacı Bayram Veli University
Anca GREEREG, Babeș-Bolyai University, Romania
Meenu GUPTA, Marwadi University, India
Durmuş GÜNAY, Maltepe University
Bilal GÜNEŞ, Gazi University
Bekir S. GÜR, Hacettepe University
Kamil GÜREL, University of Health Sciences
Rima ISAIFAN, Georgetown University in Qatar, Qatar
Mustafa Necmi İLHAN, Gazi University
Hüseyin KARA, Selçuk University
Klemens KATTERBAUER, Euclid University, Gambia
Terri KIM, Hanyang University, South Korea
Manja KLEMENČIČ, University of Ljubljana, Slovenia
Simona LACHE, Transilvania University of Brașov, Romania
Theodor LEIBER, University of Augsburg, Germany
Luis LOURES, Portalegre Polytechnic University, Portugal
Liviu MATEI, King's College London, UK
Soraia MARİNO, Universidad Católica del Uruguay, Uruguay
Sélim MEKDESSI, Lebanese University, Lebanon
Ka Ho MOK, The Hang Seng University of Hong Kong, Hong Kong
Juan Carlos MONDRAGÓN-QUINTANA, University of Bristol Business School, UK
Teboho MOJA, New York University, USA
Vesile MÖHSÜMOVA, Baku State University, Azerbaijan
Anatoly V. OLEKSIYENKO, The Education University of Hong Kong, Hong Kong
Murat ÖNDER, Boğaziçi University
Nedime Lerzan ÖZKALE, Istanbul Commerce University
Ercan ÖZTEMEL, Marmara University
Francesc PEDRÓ, Universitat Pompeu Fabra, Spain
Fabricio Pelloso PIURCOSKY, Centro Universitário Integrado, Brazil
Jana PRODANOVA, Macedonian Academy of Sciences and Arts, Macedonia
Juliana Elisa RAFFAGHELLI, Università degli Studi di Padova, Italy
Manuel SALAS-VELASCO, University of Granada, Spain
Pedro Portugal dos SANTOS JUNIOR - Instituto Federal de Minas Gerais, Brazil
Şule Itır SATOĞLU, Istanbul Technical University
Esra SİVEREKLİ, Gaziantep University
Donald STAUB, Izmir University of Economics
Selva STAUB, Muş Alparslan University
Macit Fikret SUNER, Istanbul Technical University
Şükran ŞAHİN, Ankara University
Muzaffer ŞEKER, President of TÜBA / Necmettin Erbakan University
Necip ŞİMŞEK, Istanbul Commerce University
Sultan TAŞÇI, Erciyes University
Serdal TERZİ, Süleyman Demirel University
Ömer TORLAK, Istanbul Commerce University
Javier Eduardo Gallo TOSCANO, Universidad San Ignacio Loyola, Peru
Fabrizio TRIFIRÒ, Times Higher Education, INQAAHE, UK
Ana Sofía Quispe UBILLA - Universidad Científica del Sur, Peru
Orhan UZUN, Ankara University
Öktem VARDAR, TED University
N. V. VARGHESE, Indian Institute of Technology Bombay, India
Shen WENQIN, Peking University, China
Tuğba YANPAR YELKEN, Mersin University
Sibel Aksu YILDIRIM, Hacettepe University

ID: 96 - ICQAA-II - Oral Presentation

The Role of Multi-Channel Feedback Ecosystems in Quality Assurance Processes in Higher Education: The IGUMER Model

Enes Kalyoncu, İbrahim Halil Yaşar

Istanbul Gelisim University, Türkiye

Abstract

Stakeholder feedback can contribute to quality assurance when institutions record it consistently, assign responsibility for responses, and connect recurring issues with institutional review. This study examines IGUMER (Istanbul Gelisim University Communication Center) as a case of an integrated, multi-channel feedback system in higher education. A document-based case study is supported by descriptive summaries of 18,389 recorded feedback submissions within the reported observation window of 1 June 2021 to 1 June 2026. Institutional policies, procedures, and process descriptions are used to examine channels, routing, coordinator review, administrative closure, and post-closure feedback. Application counts are summarised by stakeholder group, type, and reporting period. Students account for 91.81% of recorded applications. Requests, wishes, and suggestions together account for 66.89%, indicating that the register serves functions beyond complaint handling. The documented workflow combines central registration with review of unit responses and an opportunity for applicants to request reassessment. These features provide a framework for traceability and stakeholder communication. The analysis does not establish reductions in response time, improvements in satisfaction, or causal effects on institutional quality outcomes. IGUMER offers a practical institutional example whose potential contribution to organisational learning depends on how feedback is reviewed, translated into decisions, and followed through in practice.

Keywords: Quality assurance, Stakeholder feedback, Feedback management system, Multi-Channel communication, Higher education.

INTRODUCTION

Quality assurance in higher education involves the continuing evaluation of educational and administrative processes, informed by the experiences of internal and external stakeholders. Different conceptions of quality place emphasis on standards, fitness for purpose, improvement, and transformation (Harvey & Green, 1993). Within a changing higher education environment, the systematic use of evidence is therefore important for institutional review (Altbach et al., 2019). The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015) likewise place stakeholder participation, information management, and ongoing review within the scope of internal quality assurance.

Studies of educational quality and service quality show the importance of understanding students' perceptions and experiences (Akareem & Hossain, 2016; Khoo et al., 2017; Sunder M., 2016). A feedback system has a related but distinct function: it provides an operational route through which a stakeholder can raise an issue and receive an institutional response. A satisfaction survey, an individual complaint, and a service request may all inform institutional review, but they differ in purpose and in the action required from the institution.

Stakeholder Theory offers a framework for examining these relationships. Universities interact with students, staff, alumni, employers, public institutions, and other groups whose expectations may differ (Freeman, 1984; Mainardes et al., 2012). Identifying relevant stakeholders and making their concerns visible are also important aspects of strategic planning (Bryson, 2018). In feedback management, this requires attention to access, classification, responsibility for responses, and the relationship between individual cases and institutional decisions.

Multi-channel communication allows stakeholders to use different points of contact. Integration concerns whether the institution can record and handle the resulting cases within a common process. Research on channel integration in retailing provides useful concepts for considering this relationship (Verhoef et al., 2015; Zhang et al., 2018), although findings from that context do not establish the effectiveness of a university feedback system. In this article, an integrated multi-channel system means that feedback received through different channels can enter a central register and follow a common institutional workflow. The analysis does not assess whether individual users can move seamlessly between channels.

In Türkiye, the Turkish Higher Education Quality Council (YÖKAK) addresses stakeholder participation and student feedback within its institutional evaluation framework. Sub-criteria A.4.1 and A.4.2 concern internal and external stakeholder participation and student feedback, respectively, including the monitoring and improvement of feedback mechanisms (YÖKAK, 2021, 2023). These expectations support the examination of how institutions receive, respond to, and use feedback. They do not prescribe a particular software product or communication architecture.

This study examines the IGUMER model developed at Istanbul Gelisim University. It describes how the system connects communication channels, central registration, coordinator review, unit responses, and post-closure feedback. It also presents the stakeholder, type, and temporal distribution of recorded applications. The contribution is a process-oriented institutional case that can inform discussion of feedback management alongside broader debates on quality enhancement and the effectiveness of quality assurance arrangements (Gvaramadze, 2008; Seyfried & Pohlenz, 2018). The study does not claim to establish the prevalence of similar models or their comparative performance.

METHOD

The study uses a document-based single-case design supported by descriptive summaries of recorded stakeholder feedback. In this article, an application denotes a registered feedback submission. IGUMER is treated as a bounded institutional case. The purpose is to describe the documented feedback-management structure and patterns in the application register, rather than to test a causal effect or achieve statistical generalisation.

The documentary sources comprise the Satisfaction and Complaint Management Policy, the Satisfaction and Complaint Management Procedure, the Office of the Dean of Students Procedure, the Satisfaction and Complaint Management Process Card, and forms concerning the organisational context and relevant interested parties. The analysis concerns the purposes, principles, actors,

channels, and workflow described in these documents. Content and process analysis provide the methodological basis for organising this account (Elo & Kyngäs, 2008). The process description distinguishes receipt and registration, routing, preparation and review of responses, closure, and subsequent feedback. Agreement between formal process descriptions is treated as evidence of the documented design, rather than independent proof of implementation in every case.

The quantitative component presents aggregate summaries of 18,389 applications recorded in the IGUMER database within the reported observation window of 1 June 2021 to 1 June 2026. The unit of analysis is a recorded application, not a unique applicant. Counts are presented by stakeholder group, application type, and reporting period. Percentages are calculated as the category count divided by 18,389 and multiplied by 100, rounded to two decimal places. The five reporting periods and their dates are given in Table 3. The analysis reports application distributions; it does not report resolution-time measurements, satisfaction scores, or comparative performance indicators.

The scope is the IGUMER register rather than all contacts with the university. Under the described procedure, requests that cannot be resolved immediately are referred to IGUMER for further handling. Application counts therefore should not be interpreted as the total volume of all stakeholder interactions. Aggregate summaries do not establish the number of repeat applicants, the treatment of reopened cases, or the relationship between application-type codes and subject-specific classifications. Only aggregate results are presented in this article; no individual identifiers are reported.

THE IGUMER MODEL

Institutional Context

IGUMER forms part of the satisfaction and complaint management arrangements operated within the Office of the Dean of Students at Istanbul Gelisim University. The institutional context includes multiple academic and administrative units, diverse service areas, and different stakeholder groups. In such a setting, a central register and defined responsibilities provide an administrative means of connecting a request with the unit responsible for preparing a response.

The institutional procedure describes principles including commitment, capacity, transparency, accessibility, responsiveness, and objectivity. These can be considered in relation to the guidance on complaints handling in ISO 10002:2018 (International Organization for Standardization [ISO], 2018). Reference to this guidance concerns the system's stated management principles; it does not constitute an independent assessment of conformity. The technological structure links IGUMER with the institutional document management system, through which routing, responses, and review are documented.

Channels and Registration

The model provides a communication route for students, alumni, academic and administrative staff, and people with no formal affiliation with the university. The system description includes web applications, email, telephone, WhatsApp, and face-to-face contact. The Office of the Dean of Students Procedure also describes meetings with faculty representatives and email communication in Turkish and English. Requests requiring further handling are transferred to IGUMER and entered

into the common workflow. The analysis concerns these registered applications and does not assume that every immediately resolved contact is separately recorded.

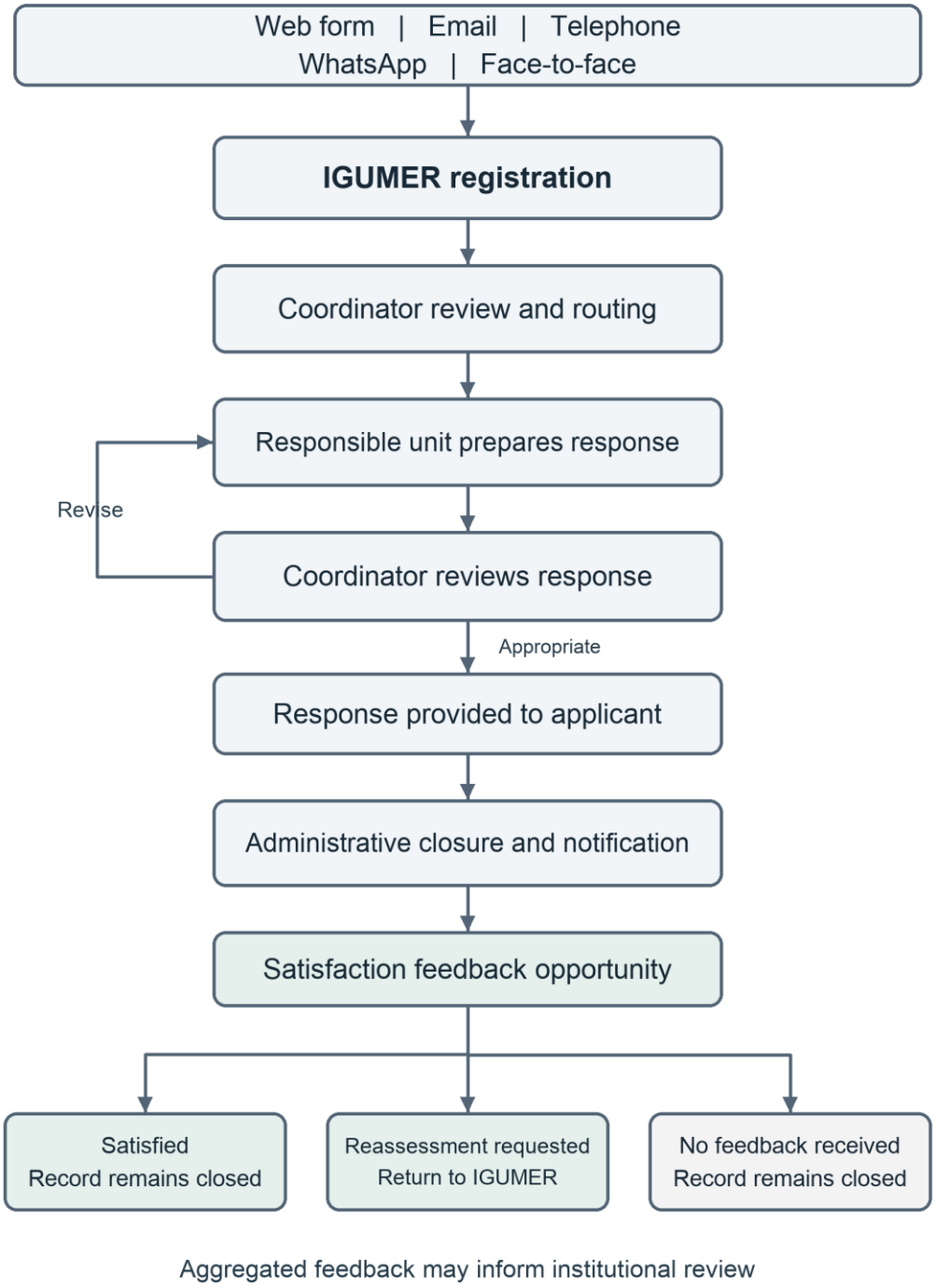


Figure 1. IGUMER Multi-Channel Feedback Workflow

Note. The diagram summarises the documented process. The reassessment route returns a case to IGUMER for further handling. The absence of feedback from the applicant leaves the record administratively closed and does not indicate satisfaction. The use of aggregated feedback in institutional review is a possible use of the data, not a measured outcome in this study.

Routing and Response Review

According to the documented workflow, an application is transferred from IGUMER to the integrated document management system. Assigned personnel review it and route it to the head of the relevant unit. The unit prepares a response, which is then reviewed by the coordinator or other authorised personnel for its content, language, and compatibility with applicable institutional requirements. A response considered unsuitable is returned to the unit with an explanation for revision.

For standard applications, the procedure describes a target response time of three business days for the responsible unit, measured from referral. This is a procedural expectation, rather than a measured mean or evidence that every application is resolved within that interval. Similarly, the coordinator's review is a procedural checkpoint; response quality was not independently scored in this study.

Closure and Subsequent Feedback

After an appropriate response is provided, the applicant is notified and the record is administratively closed. The subsequent feedback stage gives the applicant an opportunity to indicate satisfaction or seek reassessment. Under the described procedure, an applicant who is dissatisfied can submit the relevant form to request reassessment. If no form is submitted within the specified period, the record remains closed. Administrative closure, satisfaction feedback, and reassessment are therefore distinct stages. An absence of feedback does not demonstrate satisfaction or affirmative approval of the response.

Figure 1 summarises the workflow, including the return of an unsuitable response to the unit and the post-closure feedback outcomes. The institutional procedure also describes confidentiality and restricted access by authorised personnel. These provisions are reported as features of the documented process; this study does not audit data-protection compliance.

In terms of organizational learning, post-closure satisfaction assessment and the use of collected data in improvement and decision-making processes transform feedback from a reactive operational activity into a source of organizational knowledge. In this way, the system contributes to the institutional operation of the logic of continuous improvement (Deming, 1986).

FINDINGS

Stakeholder Distribution

The aggregate register contains 18,389 applications. Table 1 presents the distribution by stakeholder group. Students account for 16,883 applications (91.81%), followed by external stakeholders with 517 (2.81%) and alumni with 448 (2.44%). Academic and administrative staff account for 395 (2.15%) and 146 (0.79%) applications, respectively. Together, staff applications total 541 (2.94%).

The presence of applications from several stakeholder groups is consistent with the model's broad access structure. Nevertheless, recorded use is predominantly student-centred: approximately nine in ten applications are attributed to students. These figures describe the composition of the register, not the representativeness of participation or satisfaction within each group.

Table 1. Distribution of Applications by Stakeholder Group

Stakeholder Category	Number of Applications	Percentage (%)
Student	16,883	91.81
External Stakeholder	517	2.81
Alumnus/Alumna	448	2.44
Staff (Academic)	395	2.15
Staff (Administrative)	146	0.79
Total	18,389	100.00

Note. Percentages refer to recorded applications, not to unique people or the proportion of each stakeholder population that used the system.

Application Types

Table 2 presents the application-type distribution. Request/Demand accounts for 9,148 applications (49.75%). COVID-19-specific applications account for 4,067 (22.12%), Wish/General Submission for 2,842 (15.45%), Complaint for 1,808 (9.83%), and Suggestion for 311 (1.69%). The combined Other/Satisfaction category contains 213 applications (1.16%). This combined category is retained as an aggregate; its constituent subcategories are not estimated.

Table 2. Distribution by Application Type

Application Type	**Number**	**Percentage (%)**
Request / Demand	9,148	49.75
Covid-19-Specific Applications	4,067	22.12
Wish / General Submission	2,842	15.46
Complaint	1,808	9.83
Suggestion	311	1.69
Other / Satisfaction	213	1.15
Total	18,389	100.00

Note. The categories are the reported application-type groups. The Other/Satisfaction category is not interpreted as a count of satisfied applicants. COVID-19-specific applications identify an application type and should not be equated with every record whose subject concerns the pandemic.

Requests, wishes, and suggestions together total 12,301 applications (66.89%). Thus, the register serves purposes beyond the handling of complaints. It also records requests for services or information and suggestions for improvement. The distribution alone does not show that these applications changed institutional decisions; such an assessment would require evidence linking particular issues to decisions and subsequent action.

Distribution Across Reporting Periods

Table 3 presents the distribution across the five reporting periods. Year 1 contains the largest share, with 7,826 applications (42.56%). The totals are 1,934 (10.52%) in Year 2 and 2,068 (11.25%) in Year 3. Year 4 contains 4,353 applications (23.67%), followed by 2,208 (12.01%) in Year 5. Figure 2 presents the same counts graphically.

Table 3. Distribution of Applications by Reporting Period

Period	Date Range	Count	Percentage (%)
Year 1	1 Jun 2021 – 31 May 2022	7,826	42.56
Year 2	1 Jun 2022 – 31 May 2023	1,934	10.52
Year 3	1 Jun 2023 – 31 May 2024	2,068	11.25
Year 4	1 Jun 2024 – 31 May 2025	4,353	23.67
Year 5	1 Jun 2025 – 1 Jun 2026	2,208	12.01
Total	5 Years (60 Months)	18,389	100.00

Note. Date ranges follow the reported period summary, including the final endpoint of 1 June 2026. Percentages may not sum to 100 because of rounding. The counts describe registered applications and do not, by themselves, identify the reasons for changes across periods.

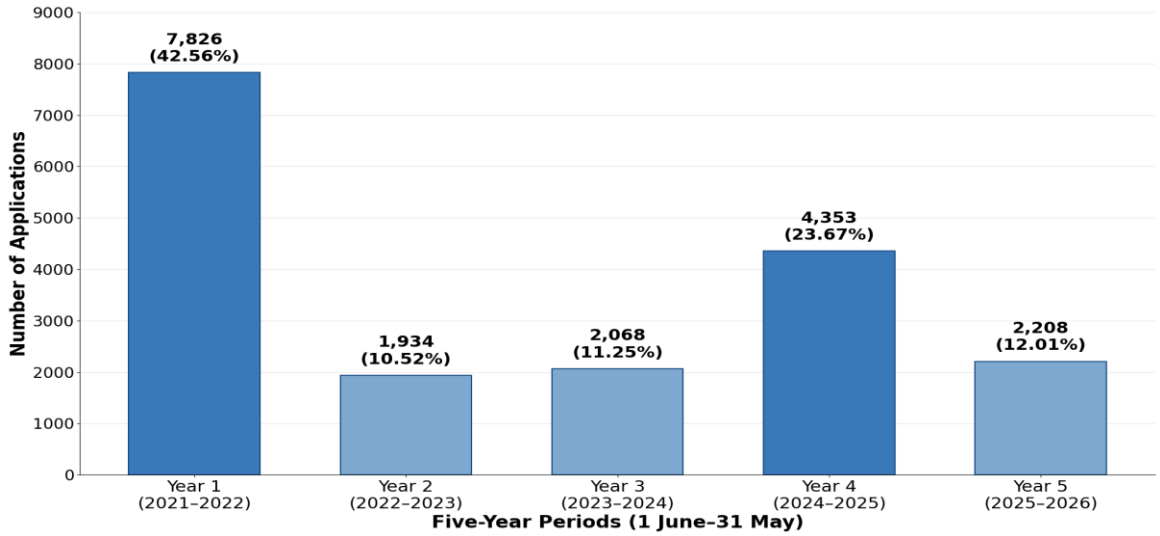


Figure 2. Recorded Applications by Reporting Period

The concentration of records in particular periods can guide further review of the application register. However, annual counts do not establish whether changes reflect stakeholder demand, recording practices, changes in access, or the transfer of earlier records into the system. Without a verified subject-by-type distribution and a consistent distinction between receipt and registration dates, the temporal pattern should remain a descriptive finding.

DISCUSSION

The IGUMER case illustrates how a university can organise the handling of registered feedback through a central register and defined responsibilities. Its practical contribution lies in the connection between an application, a responsible unit, a reviewed response, and an opportunity for subsequent feedback. This process perspective complements studies concerned with educational quality and student service experiences, while keeping the interpretation of application counts separate from measures of satisfaction or educational outcomes.

Central recording and assigned responsibility are relevant to traceability: they define where a case enters the process and who is expected to act. The coordinator role adds a point at which a proposed response can be reviewed and returned for revision. These features can be discussed within quality-

management approaches to service organisations (Hill & Taylor, 1991) and complaints-handling guidance (ISO, 2018). Their existence does not establish that every response is timely or appropriate. Assessing those outcomes would require case-level timing data and a defined quality-assessment procedure.

The relationship between individual feedback and institutional learning is similarly conditional. Continuous improvement requires more than the closure of individual cases: recurring issues need to be reviewed, considered in decision-making, and followed through in implementation (Deming, 1986; Gvaramadze, 2008). The model provides an organisational route through which aggregated feedback could support that sequence. This study does not trace particular feedback themes through decisions and subsequent improvement, so the contribution to institutional learning is interpreted as a potential function of the design.

The post-closure stage is relevant to stakeholder participation because it provides an opportunity to challenge or reassess a response. It should not be treated as proof that an applicant approves every closure. Distinguishing reported satisfaction, a request for reassessment, and an absence of feedback from the applicant is necessary both for describing the workflow and for interpreting any future satisfaction indicators. The 213 applications in the Other/Satisfaction category cannot substitute for such an indicator.

In relation to YÖKAK's framework, the case is most directly connected with stakeholder participation and student feedback under A.4.1 and A.4.2 (YÖKAK, 2021, 2023). The framework gives a basis for examining whether feedback mechanisms are monitored and improved. A central register and a workflow diagram are relevant process descriptions, but evidence of their institutional impact would also require records of monitoring, decisions, and follow-up. This distinction is consistent with the need to examine the effectiveness of quality assurance arrangements rather than infer it from their formal existence (Seyfried & Pohlenz, 2018).

Other universities may consider adapting the model's central registration, coordination, response review, and reassessment functions to their own structures. Transferability depends on governance arrangements, staffing, document-management practices, and stakeholder needs. The case therefore offers an institutional example for adaptation, rather than a tested claim of effectiveness across institutions.

Limitations

The study concerns one institution and relies on formal process descriptions and aggregate application summaries. The documentary account describes the stated workflow and does not establish uniform implementation throughout the observation window. Changes in procedures or recording practices over time may affect interpretation. Application counts do not establish the number of unique users, repeat submissions, or reopened cases, and immediately resolved contacts may fall outside the register. Application-type and subject-specific classifications cannot be reconciled without more detailed information. No baseline comparison, measured response-time

distribution, satisfaction outcome, independent response-quality assessment, or documented chain from feedback to institutional improvement is presented. These limits restrict conclusions about accessibility, performance, and institutional impact.

CONCLUSION

IGUMER provides an institutional example of integrated multi-channel feedback management in higher education. Its documented structure connects registration, routing, review of unit responses, notification, and an opportunity for reassessment. The distribution of 18,389 recorded applications shows predominantly student-centred use and a substantial share of requests, wishes, and suggestions alongside complaints and other categories. These findings describe the register and the model's intended workflow; they do not demonstrate faster resolution or improved satisfaction.

The model's potential contribution to quality assurance rests on maintaining traceable case handling and connecting recurring issues with institutional review. Demonstrating that contribution in practice requires outcome measures and evidence of decisions, implementation, and follow-up. The case can support the design of similar arrangements at other institutions, provided that the distinction between documented processes and measured effects is maintained.

REFERENCES

Akareem, H. S., & Hossain, S. S. (2016). Determinants of education quality: What makes students' perception different? Open Review of Educational Research, 3(1), 52–67. https://doi.org/10.1080/23265507.2016.1155167

Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2019). Trends in global higher education: Tracking an academic revolution. Brill.

Bryson, J. M. (2018). Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement (5th ed.). John Wiley & Sons.

Deming, W. E. (1986). Out of the crisis. Massachusetts Institute of Technology, Center for Advanced Engineering Study.

Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. Journal of Advanced Nursing, 62(1), 107–115. https://doi.org/10.1111/j.1365-2648.2007.04569.x

Freeman, R. E. (1984). Strategic management: A stakeholder approach. Pitman.

Gvaramadze, I. (2008). From quality assurance to quality enhancement in the European Higher Education Area. European Journal of Education, 43(4), 443–455. https://doi.org/10.1111/j.1465-3435.2008.00376.x

Harvey, L., & Green, D. (1993). Defining quality. Assessment & Evaluation in Higher Education, 18(1), 9–34. https://doi.org/10.1080/0260293930180102

Hill, F. M., & Taylor, W. A. (1991). Total quality management in higher education. International Journal of Educational Management, 5(5). https://doi.org/10.1108/09513549110144724

International Organization for Standardization. (2018). Quality management—Customer satisfaction—Guidelines for complaints handling in organizations (ISO Standard No. 10002:2018). https://www.iso.org/standard/71580.html

Khoo, S., Ha, H., & McGregor, S. L. T. (2017). Service quality and student/customer satisfaction in the private tertiary education sector in Singapore. International Journal of Educational Management, 31(4), 430–444. https://doi.org/10.1108/IJEM-09-2015-0121

Mainardes, E. W., Alves, H., & Raposo, M. (2012). A model for stakeholder classification and stakeholder relationships. Management Decision, 50(10), 1861–1879.

Seyfried, M., & Pohlenz, P. (2018). Assessing quality assurance in higher education: Quality managers' perceptions of effectiveness. European Journal of Higher Education, 8(3), 258–271. https://doi.org/10.1080/21568235.2018.1474777

Standards and guidelines for quality assurance in the European Higher Education Area (ESG). (2015). https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

Sunder M., V. (2016). Constructs of quality in higher education services. International Journal of Productivity and Performance Management, 65(8), 1091–1111. https://doi.org/10.1108/IJPPM-05-2015-0079

Turkish Higher Education Quality Council. (2021). Kurum iç değerlendirme raporu hazırlama kılavuzu (Sürüm 3.0) [Guidelines for preparing the institutional self-evaluation report (Version 3.0)]. https://www.yokak.gov.tr/documents/national-doc/Kidr_Surum_3.0.pdf

Turkish Higher Education Quality Council. (2023). Kurum iç değerlendirme raporu hazırlama kılavuzu (Sürüm 3.2) [Guidelines for preparing the institutional self-evaluation report (Version 3.2)]. https://yokak.gov.tr/Common/Docs/KidrKlavuz1.4/KIDR_Hazırlama_Kılavuzu_3.2.pdf

Verhoef, P. C., Kannan, P. K., & Inman, J. J. (2015). From multi-channel retailing to omni-channel retailing: Introduction to the special issue on multi-channel retailing. Journal of Retailing, 91(2), 174–181.

Zhang, M., Ren, C., Wang, G. A., & He, Z. (2018). The impact of channel integration on consumer responses in omni-channel retailing: The mediating effect of consumer empowerment. Electronic Commerce Research and Applications, 28, 181–193.



THEQC

ICQAA 2026

Conference Abstracts and Full Proceedings Book

Cover Design: B. Ruhsar KAVASOĞLU