



**BARTIN  
UNIVERSITY**

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2024-2028

# **STRATEGIC PLAN**

APRIL, 2023



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**2024-2028**

# **STRATEGIC PLAN**

# Future Begins Here

BARTIN UNIVERSITY



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Bartın University, which carries out studies with the goals of 'Continuous improvement' and 'Sustainability', is a higher education institution that contributes to science, art and culture at national and international level with the awareness of social responsibility, to educate qualified individuals with a success-centred approach.





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## ABBREVIATION LIST

<b>EU</b>	European Union
<b>AHCI</b>	Arts and Humanities Citation Index
<b>ALYS</b>	Intelligent Logistics Management System
<b>R&amp;D</b>	Research and Development
<b>BAP</b>	Scientific Research Projects
<b>BAKKA</b>	Western Black Sea Development Agency
<b>BARÜ</b>	Bartın University
<b>BM</b>	United Nations
<b>BTYK</b>	High Council of Science and Technology
<b>BUZEM</b>	Bartın University Distance Education Application and Research Centre
<b>BUNSEM</b>	Bartın University Continuing Education Application and Research Centre
<b>DB</b>	Directorate
<b>DİLMER</b>	Language Centre
<b>EKAP</b>	Electronic Public Procurement Platform
<b>İMİD</b>	Department of Administrative and Financial Affairs
<b>KDV</b>	Value Added Tax
<b>KHK</b>	Decree Law
<b>Koord.</b>	Coordination Office
<b>KOSGEB</b>	Small and Medium Enterprises Development Organisation Industry-
<b>KÜSİ</b>	University and Industry-Public Sector Cooperation
<b>MÜDEK</b>	Association for Evaluation and Accreditation of Engineering Education
<b>MYO</b>	Programmes Vocational School
<b>ÖSYM</b>	Student Selection and Placement Centre
<b>PTOGK</b>	Project and Technology Office
<b>PUKÖ</b>	Plan-Do-Check-Act
<b>RİMER</b>	Rectorate Communication Centre
<b>SCI</b>	The Steel Construction Institute
<b>SEM</b>	Continuing Education Centre
<b>SKSDB</b>	Directorate of Health, Culture and Sports
<b>STK</b>	Civil Society Organisations
<b>THE</b>	Times Higher Education
<b>TİKA</b>	Turkish Cooperation and Coordination Presidency
<b>TÖMER</b>	Turkish Language Teaching Application and Research Centre Scientific
<b>TÜBİTAK</b>	and Technical Research Council of Turkey
<b>ULAKNET</b>	National Academic Network
<b>URAP</b>	University Ranking by Academic Performance
<b>UYGAR</b>	Application and Research Centres
<b>ÜAK</b>	Interuniversity Board
<b>ÜBYS</b>	University Information Management System
<b>ÜNİAR</b>	University Research Laboratory
<b>YÖK</b>	Council of Higher Education
<b>WoS</b>	Web of Science

## RECTOR'S FOREWORD



Prof. Dr. Orhan UZUN  
Rector

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Bartın University, which will celebrated its 15th anniversary in 2023, the 100th anniversary of our Republic, has reached a point to be proud of its work in line with the development dynamics of our country. In this process, which aims to make a high contribution to the realisation of Turkey's National Technology Move, a significant progress has been made. Strategies in the fields of education-training, research-development and social contribution have been carried forward with determination and a seminal and guiding mission has been successfully implemented.

**We aim for a sustainable development...** In the 5 years covering the 2019-2023 period, we embarked on a journey with the understanding of 'We Succeed Together' in which all our components are involved. With our efforts with the goal of sustainable development, we have succeeded in becoming a university that not only transfers knowledge but also produces it in today's world, where everything is changing very fast. We have progressed at an intense pace to become one of the prestigious higher education institutions of our country and the world. Our current goal is to make our performance sustainable and to take firm steps into the future by adding on to it.

**We continue to add value to our future...** We are aware of the need for our country to raise its voice and say its word for a better world, to produce what is national and original, and to increase its trained human capacity. With this motto, we continue to add value to the development of our country starting from where we are in our University, which is one of the 22 higher education institutions taken within the scope of specialisation by the Council of Higher Education (YÖK). We are advancing our strategies step by step with our studies covering our 'Smart Logistics and Integrated Regional Applications' specialisation area.

**We join forces with our stakeholders...** We focus on the developments in our region and aim to carry out pioneering studies in the production of information, technology and services to meet the needs of our society. In this direction, taking an active role in the development of the innovation and entrepreneurship ecosystem in our region is among our priorities. We continue to add value to our future by raising qualified human resources that will contribute to science, culture, arts and sports at tertiary level with a student-centred education approach. We draw our strength from the journey we have embarked on together with all our stakeholders and our belief in our own potential.

**We carry out an agile managerial process...** By closely following the changes and developments occurring in our environment, we develop systems that contribute to our institutional structure through an agile managerial process. We benefit from approaches that include all our components with quality-oriented strategic management and strategic planning. In this process, I would like to express my pride in our academic and administrative human resources, students, graduates and all our stakeholders who add value to the development of our institution with its institutionalised structure.

**Thank you...** We know that none of us can be as good as all of us, and we continue our journey to the future with determination. With these thoughts, I would like to thank the members of the Strategy Development Board, the Quality Commission, the members of the Strategic Planning Team, the Strategic Planning Team, the staff of the Directorate of Strategy Development and all our stakeholders who patiently and diligently continued the long and laborious strategic planning preparation process with a participatory approach according to the template determined by the 'Strategic Planning Guide for Universities', and I wish that our 2024-2028 Strategic Plan will be conducive to success

# 1

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## STRATEGIC PLAN AT A GLANCE

- A. Mission, Vision, and Core Values
- B. Aims and Objectives
- C. Key Performance Indicators

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## 1. STRATEGIC PLAN AT A GLANCE

### A. Mission, Vision, and Core Values

The Strategic Plan of Bartın University includes the objectives of the university, the goals that will achieve these goals and the strategies to be used to achieve these goals. A brief summary of the 2024-2028 Strategic Plan, which our university has created with a participatory management approach, is given below.

#### Mission

The mission of Bartın University is to take an active role in the development of the entrepreneurship and innovation ecosystem in its region, to educate qualified human resources that will contribute to science, culture, arts and sports at a universal level with a student-centred education approach.

#### Vision

The vision of Bartın University is to be a leading university in the production of knowledge, technology and services to meet the needs of society with a focus on regional development.

#### Core Values

Bartın University places the student at the centre of all educational activities and focuses on the following basic values:

- Respect for people and nature,
- Fairness,
- Tolerance,
- Commitment to ethical values,
- Participation,
- Transparency,
- Accountability,
- Entrepreneurship,
- Innovation,
- Social responsibility.

### B. Aims and Objectives

In the strategic planning process initiated by our university in 2022, the 2024-2028 Strategic Plan was prepared in the light of the data obtained as a result of the surveys, meetings and field studies carried out with our internal and external stakeholders. In this context, the Aims and Objectives determined by our University are presented below.

## **A1. Raising Competitive Individuals with a Student-Centred Education Approach Prioritising Quality**

- H.1.1. To strengthen the physical and academic infrastructure of our university for education and training activities.
- H.1.2. To improve the education and training programmes of our university at international standards.
- H.1.3. To strengthen interdisciplinary / multidisciplinary education and training required by the age.
- H.1.4. To improve encouragement, guidance, and counselling services for students.
- H.1.5. To increase the accessibility of disadvantaged students to educational spaces and their participation in socio-cultural activities.

## **A2. Contributing to the Production of Qualified Information and Technology by Spreading R&D and Project Culture to the Grassroots**

- H.2.1. To increase the access of the university research ecosystem to up-to-date information resources.
- H.2.2. To increase the number of scientific research projects carried out at our university.
- H.2.3. To improve the research performance of the academic human resources of our university.
- H.2.4. To increase the quality and quantity of graduate programmes.
- H.2.5. To increase the number and quality of scientific articles addressed to the university.

## **A3. Generating Social Benefit through Activities for Sustainable Development Goals**

- H.3.1. To increase the number of scientific activities developed through national and international collaborations.
- H.3.2. To increase entrepreneurial and innovative activities.
- H.3.3. To increase activities based on contribution to society.
- H.3.4. To support activities that will contribute to the personal and social development of students.
- H.3.5. To create a sustainable, energy efficient and climate friendly campus.

## **A4. Taking an active role in regional development by supporting entrepreneurship through collaborative practices**

- H.4.1. To increase the number of scientific activities in the specialisation area of our university.
- H.4.2. To increase the number of projects/patents/utility models/industrial designs in the field of specialisation.
- H.4.3. To increase the number of scientific activities in the field of specialisation.
- H.4.4. To increase the number of programmes and courses in the field of specialisation.
- H.4.5. To increase interaction for regional development in the field of specialisation.

## **A5. Developing the Institutional Culture and Sense of Belonging with a Participatory Management Approach**

- H.5.1. To strengthen the institutional belonging of academic and administrative human resources.
- H.5.2. To ensure the effective participation of internal and external stakeholders in decision-making processes.
- H.5.3. To increase the level of internationalisation.
- H.5.4. To improve the position of the university in national and international rankings.
- H.5.5. To popularise the quality culture.

## C. Key Performance Indicators

Key Performance Indicators	Initial Value for the Plan Period	Targeted Value at the End of the Plan Period (2028)
PG1.1.2. Number of students per academic staff	54	46
PG1.2.2. Number of accredited programmes	8	30
PG1.5.2. Number of activities for social integration of disadvantaged groups (all types of social, cultural, sporting and educational activities)	32	51
PG2.2.2. Number of projects supported by national organisations	19	30
PG2.4.2. Ratio of postgraduate students	8.5	9.4
PG2.5.2. Number of international publications (Scopus) per academic staff	0.681	1.400
PG2.5.5. Q1 Journal Publication (Web of Science) Rate (%)	30	38
PG3.2.2. Number of patents, utility models or designs finalised	2	6
PG3.3.4. Number of awards received by the university in the fields of zero waste, green campus, energy efficiency and environmentalism*	2	6
PG3.4.1. Number of social, cultural and sporting activities for students organised by the University	400	500
PG4.1.3. The ratio of publications in the field of specialisation (Web of Science) to the total number of publications (%)	31	45
PG4.2.2. Number of externally funded projects carried out in the field of specialisation	31	40
PG4.3.2. Number of courses/trainings conducted in the field of specialisation	18	26
PG5.4.1. Number of categories ranked 401+ in THE (Times Higher Education) Impact Ranking	3	8
PG5.4.3. URAP Turkey ranking	84	50

# 2

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## STRATEGIC PLAN PREPARATION PROCESS

A. Organisation of the Planning Process

## 2. STRATEGIC PLAN PREPARATION PROCESS

The Strategic Plan of Bartın University for the 2024-2028 Period has been prepared in accordance with Article 9 of the Public Financial Management and Control Law No. 5018 regulating strategic planning and performance-based programme budget processes and Article 9 of the Public Financial Management and Control Law No. 5018: 'Universities prepare strategic plans through participatory methods in order to establish their mission and vision for the future within the framework of development plans, policies determined by the President, programmes, relevant legislation and the basic principles they have adopted, to set goals and measurable objectives, to measure their performance in line with predetermined indicators and to monitor and evaluate this process.' provisions of the Strategic Planning Guide for Universities (2021 Edition), in line with the content of the top policy documents and by evaluating the contributions and participation of all stakeholders.

### A. Organisation of the Planning Process

In accordance with the provisions of the 'Regulation on the Procedures and Principles Regarding Strategic Plans and Performance Programmes and Annual Reports to be Prepared by Public Administrations' published in the Official Gazette dated 22.04.2021 and numbered 31462, it was announced to all units that the process of preparing the third strategic plan covering the years 2024-2028 of Bartın University was started under the coordination of the Strategy Development Department with the letter dated 14.03.2022 and numbered 2200025928.



Image 1: Strategy Development Board Meeting

The Strategy Development Board was established to control the main stages and outputs of the strategic planning process and to ensure active participation in the planning process.

In this context, the Strategic Planning Team Members and the Strategic Plan Preparation Programme prepared for the effective execution of the Strategic Plan preparations were submitted to the approval of the Strategy Development Board with the letter of the Strategy Development Department dated 26/05/2022 and numbered 2200049100.

# 3

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## SITUATION ANALYSIS

- A. Institutional History
- B. Evaluation of the 2019 - 2023 Strategic Plan
- C. Legislation Analysis
- D. Analysis of Top Policy Documents
- E. Programme and Sub-Programme Analysis
- F. Determination of Areas of Activity and Products and Services
- G. Stakeholder Analysis
- H. Internal Analysis
- I. Analysis of Academic Activities
- J. Analysis of Higher Education Sector
- K. SWOT Analysis
- L. Determinations and Identification of Needs

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### 3. SITUATION ANALYSIS

#### A. Corporate History

Bartın University was established with the 'Law on the Amendment of the Law on the Organisation of Higher Education Institutions and the Statutory Decree on the Staff of Higher Education Institutions and the Schedules Annexed to the Statutory Decree on the General Staff and Procedure' dated 22.05.2008 and numbered 5765 published in the Official Gazette dated 31.05.2008 and numbered 26892. With the establishment law, Faculty of Economics and Administrative Sciences, Faculty of Engineering, Institute of Science and Institute of Social Sciences were established under Bartın University.

Ağdacı Campus was established on an area of 87,520 m<sup>2</sup> belonging to the Treasury in the Ağdacı Neighbourhood of Bartın city centre, 5 km away from the city centre. Bartın Faculty of Forestry, Faculty of Health Sciences, School of Foreign Languages, Bartın Vocational School of Health Services, Bartın Vocational School, Bartın Vocational School, Furniture and Decoration Workshop, laboratories, KYK dormitory, social facilities, sports facilities, lodgings, academic and administrative human resources cafeterias and student cafeteria are located on this campus.

Since the physical facilities of Ağdacı Campus, which was taken over from Bülent Ecevit University, could not meet the needs of our growing and developing University, the need for a new campus arose. On 26 August 2009, an area of 1,171,032.22 m<sup>2</sup> located within the borders of Kutlubey-Yazıcılar and Esenyurt villages on the Bartın-Zonguldak highway was designated as the university campus.

Kutlubey Campus, where education and administrative buildings are under construction, is 10 km away from the city centre. Rectorate building, Central Library building, verbal classrooms of the Faculty of Sports Sciences, Faculty of Literature and Islamic Sciences, numerical classrooms of the Faculty of Engineering, Architecture and Design and Faculty of Science, two administrative buildings used by the Faculty of Engineering, Architecture and Design and Faculty of Science, Faculty of Literature and Faculty of Islamic Sciences, Faculty of Economics and Administrative Sciences, Faculty of Education and Central Research Laboratory, Research Centres and Coordinator Offices, Department of Common Courses, administrative units, Student and Staff Dining Hall, sports facilities, lodgings, Barrier-Free Living Centre, Life Centre where the businesses of the proprietors in various sectors are located.

In addition, Ulus Vocational School was established in Ulus district and education activities continue in a 3.187 m<sup>2</sup> building owned by Bartın Special Provincial Administration.

Motor Vehicles and Transportation Technologies, Travel-Tourism and Entertainment Services and Transportation Services Programmes of Bartın Vocational School continue their education activities in a 1.391 m<sup>2</sup> building owned by the District Municipality in Kurucaşile district.

## B. Evaluation of the 2019 - 2023 Strategic Plan

**Table 1:** 2019 - 2023 Strategic Plan Realisation Rates

<b>Objective 1</b>	<b>Increasing Student Success with Student Centred Education</b>	<b>%86</b>
Target 1.1	The physical and academic infrastructure of education and training will be improved.	%67
Target 1.2	Education and training programmes will be improved.	%84
Target 1.3	The qualifications of undergraduate / associate degree students coming to our university will be improved.	%99
Target 1.4	Guidance and counselling services for students will be improved.	%87
Target 1.5	Accessibility of students with disabilities in physical, educational and social areas will be increased.	%93
<b>Objective 2</b>	<b>To improve scientific research and publication activities in terms of quality and quantity</b>	<b>%81</b>
Target 2.1	Research infrastructure will be improved.	%68
Target 2.2	The number of scientific research projects carried out at our university will be increased.	%92
Target 2.3	To ensure the participation of our university researchers in national and international scientific activities.	%69
Target 2.4	The quality and quantity of graduate education programmes will be increased.	%80
Target 2.5	The number and quality of national and international publications will be increased.	%95
<b>Objective 3</b>	<b>Disseminating and Institutionalising Entrepreneurial and Innovative Activities throughout the University</b>	<b>%77</b>
Target 3.1	To develop education and training activities related to entrepreneurship.	%87
Target 3.2	To increase the number of researches, applications and projects related to entrepreneurship.	%71
Target 3.3	University-based patent, intellectual and industrial property right ownership initiatives will be increased.	%54
Target 3.4	Activities that will ensure the personal and social development of students will be increased.	%100
*Target 3.5	To increase education, training and promotion activities related to the specialisation area.	%75
<b>Objective 4</b>	<b>Increasing Social, Cultural and Scientific Activities for Regional Development</b>	<b>%77</b>
Target 4.1	National and international scientific activities of the university will be increased.	%63
Target 4.2	The number and quality of continuing education programmes will be increased.	%55
Target 4.3	Social and cultural activities of the university will be increased.	%99
Target 4.4	Activities for the development and improvement of the region will be increased.	%90
*Target 4.5	To increase research and development activities related to the specialisation area.	%76
<b>Objective 5</b>	<b>Developing Corporate Culture with Participatory Management and Organisation Structure</b>	<b>%88</b>
Target 5.1	Relations with the alumni of our university will be improved.	%100
Target 5.2	The level of institutional belonging of internal stakeholders will be increased.	%83
Target 5.3	Effective participation of stakeholders in decision-making processes will be ensured.	%100
Target 5.4	The recognition of the university at national and international level will be increased.	%80
Target 5.5	Quality culture will be promoted within the institution.	%78

Our university believes in the importance of strategic planning in order to continuously improve its position in the university system in Turkey and in the world, to increase the quality and impact of education and research activities and outputs, and carries out its practices within this framework.

In the 2019 - 2023 period of the Strategic Plan, from the first year to the last year, it is seen that each goal has different levels of targets and performance indicators, and these are realised at different levels.

In addition to these, our University was entitled to become a 'Regional Development-Oriented Specialised University' with the approval of the Higher Education Council (YÖK) on 23 January 2020 with the focus area of Smart Logistics and Integrated Regional Applications. For this reason, our Strategic Plan was updated in 2021 and with the update, 2 new target cards (Target 3.5, Target 4.5) and 12 performance indicators related to our specialisation area were added and the total number of performance indicators reached 112.

When evaluated in general, it should be taken into consideration that the targets set in the Strategic Plan for the 2019-2023 period have been achieved, and since the evaluation report for the 2023 period will be prepared in 2024 and the realisations for this period will be added, it will have a positive reflection. The COVID-19 pandemic, which has affected the whole world and our country, has a great impact on the failure to achieve the targeted realisations in some of the current targets and indicators. The difference in some performance indicators related to our specialisation area in our updated Strategic Plan is due to the time needed for our university to take action in its specialisation area.

While preparing our 2024-2028 Strategic Plan, our performance indicators for our goals and objectives in our Strategic Plan for the 2024-2028 period were created by taking into account the rules specified in the 'Strategic Planning Guide for Universities' published by the Presidency of the Presidency of Strategy and Budget in November 2021, and taking into account the YÖKAK indicators, Performance Program Indicators, Specialization Performance Indicators, YÖK Scorecard Indicators, Performance Indicators for Internationalisation, and the Performance Indicators of the Women-Male Equal Opportunity Plan, which is among the United Nations Development Goals.

### **C. Legislation Analysis**

The organization, operation, duties, powers and responsibilities of the higher education institution are regulated by Article 130 of our Constitution and the Higher Education Law No. 2547, as well as other relevant laws, Presidential decrees and regulations. In addition, the duties, powers and responsibilities of higher education institutions in terms of financial audit are specified in the Public Financial Management and Control Law No. 5018. The academic and administrative activities carried out by Bartın University are carried out within the framework of the specified legislation.

In our Constitution and Law No. 2547, higher education institutions are explicitly or implicitly given the task of planning, setting goals and implementing practices accordingly.

In addition to the Constitution and the Higher Education Law No. 2547, other laws, Presidential decisions, Decrees, regulations and directives, as well as procedures and principles, constitute the basic legislative framework of the higher education system. As a result of the legislative analysis carried out within this general framework, it has been shown that there is no issue regarding the services provided by our University that is not included in the legislation or a conflict of authority arising from the legislation with other administrations and that the legal obligations are fully fulfilled. There is no contradiction between the obligations given by law and practices. The 2024-2028 Strategic Plan of our University has been prepared within the framework of the 12th Development Plan and in accordance with the legislation regarding higher education institutions, based on the mission and vision of Bartın University, in accordance with Article 9 of the Public Financial Management and Control Law No. 5018, which regulates strategic planning and performance-based program budget processes.

In this context, the legislation that Bartın University is subject to while carrying out its activities is included on the website of Bartın University Strategy Development Department.



**Table 2:** Legislation Analysis Table

Legal Liability	Fulcrum	Findings	Needs
<ul style="list-style-type: none"> <li>Scientific research, publication and consultancy services</li> <li>Community and sector-related services</li> <li>Other services related to the field</li> <li>Education and training services</li> <li>I. education, II. education and distance education activities at associate and undergraduate level</li> <li>Non-thesis/thesis master's and doctoral education services</li> <li>Assignments from different higher education institutions to overcome the shortage of faculty members</li> <li>Assignments for thesis defense, proficiency, thesis monitoring and exam juries</li> <li>Cooperation on research topics from Development Agencies, Ministry of Science, Industry and Technology, Ministry of National Education and KOSGEB</li> <li>Pedagogical Formation Education Certificate Program</li> <li>In cooperation with the Directorate of National Education</li> <li>Teaching practice studies</li> <li>Special talent exam for Fine Arts Education Department (Art Education) student intake</li> <li>Faculty of Sports Sciences student recruitment special talent exam</li> </ul>	<ul style="list-style-type: none"> <li>Law No. 2547 on Higher Education</li> <li>Law No. 2914 on Higher Education Personnel</li> <li>Law No. 2809 on the Organization of Higher Education Institutions</li> <li>Law No. 657 on Civil Servants</li> <li>State Tender Law No. 2886</li> <li>Public Procurement Law No. 4734</li> <li>Law No. 4735 on Public Procurement Contracts</li> <li>Labor Law No. 4857</li> <li>Law No. 5018 on Public Financial Management and Control</li> <li>Law No. 4691 on Technology Development Zones</li> <li>Regulation on Higher Education Quality Assurance and Higher Education Quality Board</li> </ul>	<ul style="list-style-type: none"> <li>There is no conflict of duties and authorities arising from the legislation with other administrations in the services being carried out.</li> <li>Legal obligations specified in the legislation are fully fulfilled.</li> </ul> <p><b>However;</b></p> <ul style="list-style-type: none"> <li>Some provisions of Law No. 2547 conflict with some articles of Bartın University Associate and Undergraduate Education and Examination Regulation.</li> <li>The proposal to amend the Regulation on education and training services is on the agenda of the Education Commission of our University.</li> <li>English courses are provided for students who will realize Erasmus+ mobility in order to avoid difficulties. Although this issue is not included in the legislation, it does not conflict with the legislation.</li> </ul>	<ul style="list-style-type: none"> <li>It is necessary to make amendments to Articles 5 and 7 and paragraph 4 of Article 18 of Bartın University Associate and Undergraduate Education and Examination Regulation, and to reflect the first and third paragraphs of paragraph c) of Article 44 of Law No. 2547 to the regulation.</li> <li>Regarding non-thesis / thesis master's and doctorate education services, there is a need to coordinate with official institutions for survey studies to be conducted and to carry out studies on the compliance of survey studies with ethical values within the system. Students should be able to enter their grades according to the "Scientific Preparation Grade Evaluation System" without opening a new course at the level at which they take their scientific preparation courses.</li> <li>There is a need for a regulation regulating the measurement and evaluation methods in our university's graduate distance education programs a study is needed.</li> </ul>



<ul style="list-style-type: none"> <li>• Erasmus+ Staff Training</li> <li>• Receiving Mobility</li> <li>• Erasmus+ Staff Teaching Mobility</li> <li>• Erasmus+ Student Learning Mobility</li> <li>• Erasmus+ Student Internship Mobility</li> <li>• Farabi Exchange Program</li> <li>• Mevlana Exchange Program</li> <li>• Library Services</li> <li>• Support Services</li> <li>• Supply of tools, equipment, materials (cleaning, lighting, heating, etc.)</li> <li>• Printing and graphic works and document and text duplication services</li> <li>• Civil defense, security and environmental control works</li> <li>• Secretariat procedures of the lodging commission</li> <li>• Dispatch and management of our university vehicles</li> <li>• Renting the immovable properties of our university</li> <li>• Recording, shipment and management of our university's movables</li> <li>• Hiring temporary workers when necessary - Wired/wireless internet access and IT technical support services</li> <li>• IMS, proxy, electronic mail, cloud, cafeteria and vehicle card access system services</li> <li>• Web and software services o Infrastructure services and construction works</li> <li>• Maintenance and repair services</li> <li>• Expropriation services</li> </ul>		<ul style="list-style-type: none"> <li>• In accordance with the Higher Education Declaration, some academic units do not send the student or do not count the courses taken even if they send the student, on the grounds that the courses taken by the students who go with Erasmus + Learning Mobility are not equivalent. However, according to the Erasmus 2017 Handbook, the courses that the student has been successful abroad must appear on his/her transcript.</li> </ul>	<ul style="list-style-type: none"> <li>• Regarding Erasmus+ staff and student mobility, the student's mobility from abroad</li> <li>• The courses they have taken and succeeded in must be counted by their departments and included in their transcripts. Bartın University International Relations and Erasmus Coordinatorship will hold a workshop on the subject and the decisions taken at the workshop will be transformed into legislation within the framework of the Ministry of European Union, Directorate for European Union Education and Youth Programs, Higher Education Coordinatorship 2017 Handbook.</li> <li>• Regarding support services, efforts should be made to increase the number of security and cleaning personnel.</li> </ul>
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- Part-time student employment
- Establishment of the Student Council, elections, etc.
- Establishment of student clubs,
- Medico-Social activities
- To carry out military service deferment procedures for students,
- Financial Services
- Lecturer, Lecturer, Research Assistant Appointment,
- Transfer / Open Administrative Staff Appointment,
- Training Academic Staff,
- Revolving Fund Services:
- Public institutions and organizations other than higher education institutions and real and
- To provide services such as scientific opinions, projects, research, etc. to be requested by legal entities; to organize seminars, conferences, symposiums, and to open courses,
- To carry out planning, feasibility studies, analysis, model trials, data processing services, business evaluation and organization, consultancy, training organization, and to prepare reports on them,
- Carrying out maintenance and repair,
- Ensure the application of scientific results,



- To carry out all kinds of printing and publishing works related to its field of activity,
- To evaluate the products, works and services produced, to market and sell them directly with the permission of the Rector or a commission to be appointed by the Rector,
- Paying BAP and Treasury Share on the revenues generated
- and to make additional payments to academic staff who contribute to income-generating activities,
- To submit VAT, Withholding (Income Tax, Stamp Tax), Corporate Tax declarations and to ensure the payment of the accrued amount
- Ensuring accessibility for people with disabilities
- Activities of our University in the field of 'Smart Logistics and Integrated Regional Applications' within the scope of 'Regional Development Oriented Mission Differentiation and Specialization Project'
- Activities carried out by the University for Quality Processes
- Rehabilitation services for people with disabilities
- To carry out production, research and applications in the fields of technical, health, social and economic fields, culture, arts, environment, agriculture, forestry and veterinary medicine,

#### D. Top Policy Documents Analysis

"Top policy documents refer to the development plan, presidential program, medium-term program and presidential annual program, as well as national, regional and sectoral strategy documents that concern the university. Starting with the development plan, top policy documents are prepared in harmony with each other within a certain hierarchy. These documents can be prepared in a vertical hierarchy such as development plan - medium-term program - presidential annual program, or in a horizontal hierarchy such as sectoral strategies - action plans, according to different purposes of use. All of these documents serve derivative purposes in different details, and strategic plans are prepared in accordance and consistent with these policy documents."

While preparing the Top Policy Documents Analysis of Bartın University Strategic Plan for the 2024-2028 Period, the strategic plans mentioned above were examined and compared by the commission and the analysis table was prepared in line with the following documents.

- United Nations Sustainable Development Goals
- XIth Development Plan
- 2023 - 2025 Medium Term Program
- 2023 Presidential Annual Program
- 2023 Industrial Strategy Document
- TUBITAK BTYK Priority Areas Report
- TR 81 BAKKA Filyos Valley Project Research Report

Since the BTKY Decisions and the RUSI Strategy Action Plan were integrated into the XIth Development Plan and were not published in updated form, they were not included in the analysis.

Top Policy Document	Reference	Assigned Task
Xlth Development Plan	331.1	Education-industry cooperation protocols will be signed to strengthen the relationship between education-employment-production.
	332.5	The number and diversity of associate, undergraduate and graduate programs for priority sectors will be increased and R&D activities in this field will be given special importance at universities.
	349.1	Qualified human resources with PhD degrees needed in the industry will be trained through university-industry cooperation and employment of PhD researchers in the industry will be encouraged.
	349.3	In cooperation between universities and industry, graduate programs will be established to meet the needs of the industry, especially in priority sectors, and universities that open these programs will be encouraged.
	350	Support mechanisms will be implemented to increase cooperation and knowledge and technology transfer between universities, research infrastructures and the private sector, and the institutional capacities of interface structures will be improved and their effectiveness will be increased.
	350.9	The academic incentive system will be structured by adding criteria that take into account knowledge and technology transfer activities.
	352	Innovative entrepreneurship will be supported and R&D collaborations between large enterprises and entrepreneurs will be enhanced. In this framework, large firms will play a leading role in the development of the R&D and innovation ecosystem in their sectors and support new initiatives in their establishment and growth phases.
	440.1	Budget resources allocated for strengthening the R&D infrastructures of universities and improving the quantity and quality of scientific research projects will be increased.
	441	The effectiveness of research infrastructures in the R&D and innovation ecosystem will be increased through a structure that conducts pioneering research, employs qualified manpower and works in cooperation with the private sector.
	456.5	The relevant legislation will be revised, intellectual property legislation will be improved and enforcement will be strengthened in order to protect trade secrets related to intellectual property more effectively.
	458.3.	An inventory of intellectual rights such as patents, utility models, designs, etc. belonging to public institutions and organizations, including universities, will be prepared, information activities will be carried out to enable the private sector to benefit from this inventory, and priority will be given in incentives for commercialization in case the private sector requests these rights.
	547	The main objective is to ensure that all individuals have access to inclusive and quality education and lifelong learning opportunities, and to raise productive and happy individuals who have developed the ability to think, perceive and solve problems, who have self-confidence and a sense of responsibility, entrepreneurship and innovation, who have internalized democratic values and national culture, who are open to sharing and communication, who have strong artistic and aesthetic feelings, who are prone to the use of technology.
	550.3	A quality assurance system will be established in education.
	551	Based on national, spiritual and universal values, educational contents and curricula will be prepared in line with global developments and needs.
	551.9	Foreign language education materials will be enriched and a system will be developed to measure all skills in listening, speaking, reading and writing.
	552	Human and physical facilities will be strengthened so that individuals in need of special education can benefit from education services.
	552.3	The physical infrastructure of learning environments, the richness of curricula and materials, self-care skills, integration practices and the standards of guidance services will be raised.

Top Policy Document	Reference	Assigned Task
Xlth Development Plan	553.4	A career system based on qualification and merit will be implemented.
	554	In order to create an efficient and effective education system, policies will be determined based on data and impact analysis of policy implementations will be conducted.
	555	Lifelong learning approach, which aims at the continuous development of individuals' personalities and abilities, will be extended to all segments of the society.
	558.3	Students' participation in scientific, cultural, artistic, sportive and community service activities will be supported and their impact on student competence will be monitored.
	559.14	National occupational standards and qualifications that constitute the basis for vocational training programs and examination and certification activities will be updated and their number will be increased.
	559.3	Curricula of fields and branches in vocational and technical education will be updated in line with sector demands and developing technology.
	561	The higher education system will be transformed into a globally competitive, quality-oriented and dynamic structure; implementations to increase the quality of higher education institutions will continue.
	561.4	The lower limit of the appointment and promotion criteria for academic staff will be raised centrally.
	561.5	Quotas of higher education institutions will be determined by taking into account sectoral and regional skill needs, capacities of universities, supply-demand balance and minimum occupancy rates of existing programs; the education-employment link will be strengthened.
	561.7	An alumni monitoring system will be established to track the career processes of graduates and strengthen alumni-university cooperation.
	563.2	The number of qualified international students in the higher education system will be increased.
	563.3	The share of qualified foreign academics in total employment will be increased.
	566.1	Courses and programs will be organized to train the workforce in new occupational fields emerging from digital transformation.
	576.2	Training, seminars and informative activities will be organized with relevant public institutions, universities, trade unions and NGOs to develop and disseminate occupational health and safety culture.
	620	Young people will be supported to take an active role in social life and decision-making mechanisms, and mobility programs will be expanded and diversified in line with the demands of disadvantaged youth.
	636.1	Promotion, awareness and information activities on intellectual property rights will be carried out.
	713.3	Training and awareness-raising activities will be carried out on environmental and nature protection and sustainable production and consumption in order to increase the environmental awareness of the society.
	776	Arrangements will be made to strengthen the formation of a democratic, participatory, pluralist, transparent and accountable organized civil society.
	776.4	Efforts will be made to increase the participation and effectiveness of CSOs in decision-making and legislation preparation processes.
	778	Civil society-public sector cooperation will be strengthened and the capacities of the public sector and CSOs will be improved.

Top Policy Document	Reference	Assigned Task
Xlth Development Plan	789	The main objective is to increase the effectiveness of implementation of strategic management in public sector and to realize the concept of accountability at all stages of the management cycle, from planning to monitoring and evaluation.
	791.1	Legislation on strategic planning, performance programs and annual reports will be covered under a single secondary legislation.
	792	Top policy documents and institutional strategic plans will be monitored more effectively and the level of implementation and mutual guidance of these documents will be increased.
	792.1	A monitoring and evaluation system will be established to effectively report on top policy documents, particularly the development plan, and institutional strategic plans.
	793.1	Capacity of public administrations will be increased through training and consultancy activities to enhance the effectiveness of internal control systems and internal audit practices.
	804	Provision of human resources, which have an important role in the provision of public services related to public personnel, effective and efficient service delivery and employee satisfaction will be increased.
	806.2	In-service training programs aimed at improving the quality of public personnel will be established and regularly conducted, and training programs aimed at providing management skills to personnel at all levels will be developed.
	806.3	In-service training will be transformed into an easily accessible structure through the use of distance education systems that increase the professional and basic skills of public employees.
	812.9	In order to reduce bureaucracy and ensure efficiency in business processes, all kinds of data, information and document sharing between public institutions will be carried out electronically without further correspondence, provided that the necessary information systems are available.
Medium Term Program 2023-2025	Article 3/3/1	In order to develop a qualified workforce, regional and sector-focused training needs analyses will be conducted and vocational training programs will be updated to respond to the requirements of digital and green transformation.
	Article 3/1/15	Supports that will increase the cooperation of central and thematic research infrastructures within universities with industry will be implemented.
	Article 3/1/16	Research and development activities in social sciences and humanities will be supported to support sustainable development.
Industry and Technology Strategy 2023	Article 4/17	TUBITAK Scientist Support Programs will continue to be expanded and sustained.
	Article 4/17	Incentives will be provided to students conducting master's and doctoral studies in priority areas related to industrial strategy.
	Article 4/17	Within the scope of the "Industry Doctorate Support Program", cooperation projects of 33 different universities with 77 different companies were entitled to be supported. Thus, 517 PhD students will be trained in line with the needs of our industry through 120 different projects. Support will continue by activating the feedback obtained through the TÜBİTAK 2244 Program.

Top Policy Document	Reference	Assigned Task
Presidential Annual Program 2023	Precaution 331.1	Vocational education cooperation protocols will be signed with the sector.
	Precaution 444.1.	Preparations for an inventory system that includes up-to-date data on research infrastructures within the university and ensures data verification will be completed.
	Precaution 550.3	Quality management systems in education will continue.
	Precaution 560.3	Studies within the scope of the Regional Development Oriented Mission Differentiation and Specialization Project will be emphasized and supported.
	Precaution 561.3	In order to ensure information sharing with all universities in our country, harmonization with academic access systems established in international standards will be ensured.
	Precaution 561.5	University quotas will be updated taking into account sectoral and regional skill needs, capacities of universities, supply-demand balance and minimum occupancy rates of existing programs.
	Precaution 561.8	The criteria defined for the current monitoring and evaluation system, which regularly monitors and reports university data and shares this information with the public, will be improved and data integrity will be ensured.
	Precaution 563.4	Collaborations will be developed in order for international students and academicians to benefit from exchange programs at the highest level.

## E. Program and Subprogram Analysis

Program	Sub Program	Sub Program Objective	Findings	Needs
Research, Development and Innovation	Scientific Research and Development in Higher Education	Increasing Scientific Studies for Innovation in Higher Education Institutions	In 2021, we have research projects supported within the scope of BAP related to the Research, Development and Innovation Program and the Scientific Research and Development sub-program in Higher Education, and applications were made in the field of patents, utility models and industrial designs. We also have R&D projects supported by national and international organizations. Our university continues to work on the number of patents obtained for the products resulting from R&D and the number of scientific publications included in international indexes.	Covid-19 pandemisi nedeniyle 2021 yılının bir kısmında derslerimiz uzaktan eğitim yoluyla gerçekleştirilmiştir. Önümüzdeki dönemlerde derslerin tamamen yüz yüze gerçekleşmesi ve pandemi nedeniyle eğitim-öğretimde aksama yaşanmaması durumunda Ar-ge sonucu ortaya çıkan ürünlere ilişkin alınan patent sayısı ve uluslararası endekslerde yer alan bilimsel yayın sayısında hedeflenen seviyeye ulaşılacağı düşünülmektedir.
Lifelong Learning	Higher Education Institutions Continuing Education Activities	Providing trainings to all segments of the society in the areas they need, contributing to the development of cooperation with public institutions and organizations, private sector and international organizations	In 2021, within the scope of the Lifelong Learning Program and Higher Education Institutions Continuing Education Activities Subprogram, activities related to social integration and inclusion for disadvantaged groups were carried out, training programs were organized, activities for graduates and social responsibility projects were carried out. However, Continuing Education Center (SEM) and Language Center (DİLMER), our university has not reached the targeted level in the number of certificates given for vocational training.	Due to the Covid-19 pandemic, our courses were held via distance education for part of 2021. In the coming periods, if the courses are held completely face-to-face and there is no disruption in education and training due to the pandemic, it is thought that the number of certificates issued by the Continuing Education Center (SEM) and Language Center (DİLMER) for vocational education will reach the targeted level.

Higher Education	Scholarships and Supports Provided to Academic Staff	Training academicians who are competent, researcher, knowledge producer and transferor	Within the scope of Higher Education Program Scholarships and Supports Provided to Academic Staff Subprogram, the targeted level was reached in the number of publications per academic staff in journals within the scope of SCI, SCl-Expanded, SSCI and AHCI and in the number of doctoral students benefiting from the scholarships provided by YÖK in priority fields.	Within the scope of the Scholarships and Supports Provided to Higher Education Program Faculty Members Subprogram, the targeted level of performance indicators has been achieved.
Higher Education	Associate Degree Education, Undergraduate Education and Postgraduate Education	Training Graduates with Vocational Qualifications and Open to Development	<p>Within the scope of the Higher Education Program Associate Degree Education, Undergraduate Education and Graduate Education Sub-Program, efforts were made to increase the quota occupancy rates and the target was achieved in the rate of completion of the departments of our university students in due time. Education area per student and indoor space per student The target was achieved on the basis of area. The target for the number of printed and electronic resources in the library has been achieved to a great extent. The target has been achieved to a great extent in the number of printed and electronic resources per student in the library. The number of programs offering education in foreign languages, the number of foreign students and the number of foreign academics have been increasing year by year and the target has been achieved to a great extent.</p> <p>The number of PhD graduates, the number of people using the library, the share of graduate students in total students and the number of students per faculty member have not reached the target.</p>	<p>In parallel with the increase in the allocation allocated to our university for the publication purchase project, it is thought that the targeted level will be reached in the number of printed and electronic resources in the library.</p> <p>Due to the Covid-19 pandemic, our courses were held through distance education for part of 2021. It is thought that the targeted level will be reached in the coming periods if the courses are held completely face-to-face and there is no disruption in education due to the pandemic.</p>



Higher Education	Student Life in Higher Education	<p>Increasing the Quality of Nutrition and Accommodation Services Provided to Higher Education Students; Improving the Quality of Life by Supporting the Personal and Social Development of Students</p>	<p>Since the campus of our university has reached a physically sufficient level on the basis of closed area, the target for the indicator of social reinforcement area per student has been achieved.</p> <p>With the end of the pandemic, the targeted level was reached in the number of student clubs and societies and the number of social, cultural and sports activities performance indicators.</p> <p>The targeted level for the performance indicator of satisfaction rate with student life in higher education has been achieved to a great extent.</p> <p>Due to the pandemic, our courses were held via distance education for part of 2021. Therefore, the number of students benefiting from nutrition and health services and The targeted level could not be reached in the related performance indicators.</p>	<p>Due to the Covid-19 pandemic, our courses were held via distance education for part of 2021. It is thought that the targeted level will be reached in the coming periods if the courses are held completely face-to-face and there is no disruption in education due to the pandemic.</p>
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## F. Identification of Areas of Activity and Products and Services

The main products and services offered by our university were determined by using the outputs of the legislative analysis and taking into account the programs and sub-programs under the responsibility of our university. The identified products and services are shown in the Table. Determining the fields of activity, products and services of our university is important in terms of establishing the goals and objectives of our university.

**Table 3:** Activity Area - Product / Service List

Field of Activity	Product / Services
A-Education and Training	<ul style="list-style-type: none"> <li>• Associate Degree Education</li> <li>• Undergraduate Education</li> <li>• Postgraduate Education</li> <li>• Distance Education Programs at Undergraduate and Graduate Level (BUZEM)</li> <li>• Continuing Education Programs (BÜNSEM)</li> <li>• Certificate Trainings: Pedagogical Formation Certificate Program</li> <li>• Foreign Language Preparatory Program</li> <li>• National and International Student/Instructor Exchange Programs</li> <li>• Double Major / Minor Programs</li> <li>• Printed Books, Journals and Institutional Academic Archive</li> <li>• E-Book, E-Magazine</li> </ul>
B-Research and Development	<ul style="list-style-type: none"> <li>• BAP Projects (Specialization Area, International Cooperation, Co-financed, Externally Financed, Quick Support, Basic Research, Graduate, Priority Area Projects)</li> <li>• TUBITAK, Ministry of Industry and Technology, EU etc. Projects</li> <li>• Patent /Utility Model/Brand Registration</li> <li>• Activities in Research and Application Centers</li> <li>• Project Technology Office Services</li> <li>• Archaeological Excavations</li> <li>• Projects for Regional Development Oriented Specialization Program</li> </ul>
C-Specialization Area (Smart Logistics and Integrated Regional Applications)	<ul style="list-style-type: none"> <li>• Activities for the scientific and technological transformation model developed in line with the needs of the province, region and country in parallel with the specialization area of our university</li> </ul>
D-Entrepreneurship	<ul style="list-style-type: none"> <li>• Entrepreneurship Trainings and Certificate Programs</li> <li>• Entrepreneurship Master Programs</li> <li>• University-Private Sector Cooperation (Project Consultancy)</li> <li>• University-Public-Private Sector Joint Project Investments</li> </ul>
E-Social Contribution	<ul style="list-style-type: none"> <li>• Producing Value Added to Gross National Product</li> <li>• Services for Local and Regional Development</li> <li>• Social Responsibility and Dissemination Projects</li> <li>• Scientific Activities in Sports, Culture, Health and Arts (Conference, Symposium, Workshop, Publication, etc.)</li> </ul>

## G. Stakeholder Analysis

Stakeholders are all persons, groups and institutions that are affected by and influence the activities of an institution. In this context, individuals, groups and institutions that are directly or indirectly affected by the activities of our university, especially education and research, or that have an impact on these activities with the decisions they take, can be defined as the stakeholders of our university.

Within the scope of Bartın University 2024-2028 strategic plan studies, it is aimed to include the opinions, demands, suggestions and support of all stakeholders of our University in the strategic planning process. In this context, satisfaction surveys were organized for the internal and external stakeholders of our University. With these surveys, it was tried to determine the level and priorities of our University's relations with stakeholders and the expectations, suggestions and satisfaction levels of our stakeholders for the services we provide. As a result of the surveys and meetings, the evaluation of the strengths and weaknesses of our institution and the aspects that are open to improvement in terms of stakeholder opinions has been a guiding guide in shaping our goals and objectives in our strategic plan.

As a result of the meetings held with stakeholders, our university has highlighted the issues of updating the curricula by following national and international developments, increasing the number of students and academic staff, ensuring effective communication with graduates, increasing the number of accredited programs, and establishing an interdisciplinary working environment. In this context, in order to make the improvement activities to be carried out in the relevant areas sustainable, our performance indicators have been created in a way to cover stakeholder views.



Image 2: Strategic Plan External Stakeholder Meeting

## Identification and Prioritization of Stakeholders

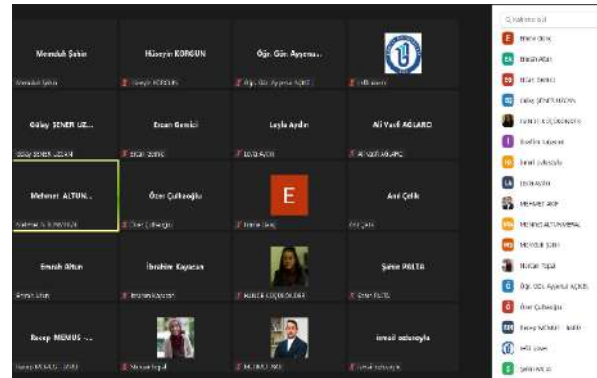
In order to identify the stakeholders of our university, brainstorming was carried out with the members of the strategic planning team and accordingly, the internal and external stakeholders of our university were determined as shown in Table 4 and methods such as survey applications and meeting interviews were used to obtain the opinions and suggestions of the prioritized stakeholders about the university.



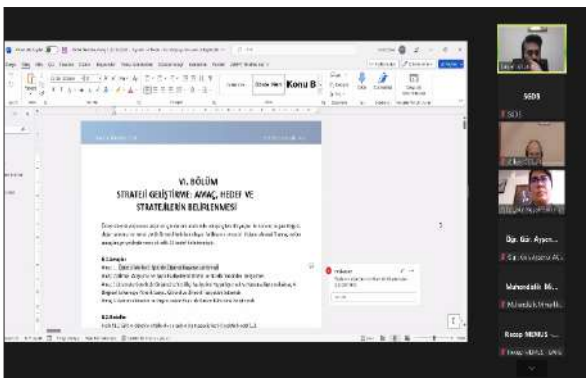
**Image 3:** Strategic Plan Advisory Board External Stakeholder Meeting



**Image 4:** Strategic Planning Team Meeting



**Image 5:** Strategic Planning Team Online Meeting



**Image 6:** Strategic Planning Team Online Meeting



**IMAGE 7:** Strategic Plan Meeting with Trade Unions

The Stakeholder Impact / Importance Matrix is included in the table to determine the nature of the joint work to be carried out with stakeholders.

**Table 4:** Stakeholder Table and Stakeholder Impact / Importance Matrix

Stakeholder Name	Internal Stakeholder / External Stakeholder	Degree of Importance	Impact Rating	Priority
Academic Human Resources	Internal Stakeholder	High	Powerful	Work Together
Administrative Human Resources	Internal Stakeholder	High	Powerful	Work Together
Students	External Stakeholder	High	Powerful	Work Together
Graduates of our University	External Stakeholder	High	Powerful	Work Together
Other Universities	External Stakeholder	High	Powerful	Work Together
Accreditation Organizations	External Stakeholder	High	Powerful	Work Together
Presidency of Higher Education Council	External Stakeholder	High	Powerful	Work Together
Higher Education Quality Board	External Stakeholder	High	Powerful	Work Together
Interuniversity Council	External Stakeholder	High	Powerful	Work Together
Presidency	External Stakeholder	High	Powerful	Work Together
Ministries	External Stakeholder	High	Powerful	Work Together
Strategy Budget Department	External Stakeholder	High	Powerful	Work Together
Public Procurement Authority	External Stakeholder	High	Powerful	Work Together
TUBITAK	External Stakeholder	High	Powerful	Work Together
Court of Accounts	External Stakeholder	High	Powerful	Work Together
OSYM	External Stakeholder	High	Powerful	Work Together
Bartın Governorship / Provincial Directorates	External Stakeholder	High	Powerful	Work Together
Bartın Municipality	External Stakeholder	High	Powerful	Work Together
Industrial Organizations	External Stakeholder	High	Weak	Look After Your Interests
Commercial Organizations	External Stakeholder	High	Weak	Look After Your Interests
Bartın University Suppliers	External Stakeholder	High	Weak	Look After Your Interests
Western Black Sea Development Difference	External Stakeholder	High	Powerful	Work Together
Western Black Sea Universities Union	External Stakeholder	High	Powerful	Work Together
Local and National Press Organs	External Stakeholder	High	Powerful	Work Together
Presidency for Turks Abroad and Related Communities	External Stakeholder	High	Powerful	Work Together
Turkish Patent and Trademark Office	External Stakeholder	High	Powerful	Work Together
TIKA	External Stakeholder	High	Powerful	Work Together
Civil Society Organizations	External Stakeholder	Low	Powerful	Inform
Trade Unions	External Stakeholder	Low	Powerful	Inform
Bartın Special Provincial Administration	External Stakeholder	High	Weak	Look After Your Interests
Banks	External Stakeholder	Low	Weak	Watch

## Stakeholder Assessment

Within the scope of stakeholder analysis, stakeholders were associated with the products and services offered by the University and it was revealed which products and services our stakeholders benefit from. The products and services that our stakeholders are related to are included in the Stakeholder - Product / Service Matrix table.

**Table 5:** Stakeholder - Product / Service Matrix

Stakeholders	Academic Staff	Administrative Staff	Students	Graduate Students	Other Universities	Accreditation Organizations	Presidency of Higher Education Council	YÖK Quality Board	Interuniversity Council	Presidency	Ministries	Strategy Budget Department	Public Procurement Authority	Bartın Governorship / Provincial Directorates	TUBITAK	Court of Accounts	OSYM	Bartın Municipality	Industrial Organizations	Commercial Organizations	Bartın University Suppliers	Western Black Sea Development Agency	Western Black Sea Universities Union	Local and National Press Organs	Presidency for Turks Abroad and Related Communities	Turkish Patent and Trademark Office	TIKA	Civil Society Organizations	Trade Unions	Bartın Special Provincial Administration	Banks
Research and Development	BAP Projects (participatory, comprehensive, graduate, etc.)	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	TUBITAK, European Union etc. Projects	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
	Regional Development Oriented Specialization Projects	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Patent / Utility Model	X		X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X		X	X	X		X		X	X	X	X
	Studies from Application and Research Centers	X		X	X	X	X	X		X	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
	Project Technology Office Services	X		X	X	X	X	X		X	X	X		X				X	X	X		X	X	X	X	X	X	X	X	X	X
	Archaeological Excavations	X		X	X	X	X	X		X	X	X		X	X			X	X	X		X	X	X		X	X	X	X	X	



Education and Training	Associate Degree Education	X	X	X	X	X	X	X			X			X	X	X	X	X					X	X	X			X	X		X
	Undergraduate Education	X	X	X	X	X	X	X			X			X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
	Postgraduate Education	X	X	X	X	X	X	X	X	X	X			X	X	X		X	X	X		X	X	X	X	X	X	X	X	X	X
	Distance Education Programs at undergraduate and graduate level (BUZEM)	X	X	X	X	X	X	X			X	X		X	X	X		X					X	X							X
	Continuing Education Programs (BUNSEM)	X		X	X		X	X	X			X		X		X						X	X								X
	Certificate Trainings: Pedagogical Formation Certificate Program	X		X	X		X	X	X			X		X		X						X	X								
	Foreign language preparatory program	X		X	X	X	X	X			X	X		X		X						X	X								
	National and International Student / Faculty Exchange Programs	X		X	X	X	X	X			X			X	X	X		X				X	X								
	Double Major / Minor programs	X		X	X	X	X	X			X			X		X		X				X	X								
	Printed Books, Journals and Institutional Academic Archive	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	E-Book, E-Magazine	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Green and Barrier-Free Campus	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Career Counseling	X	X	X	X		X	X	X	X				X		X		X					X								



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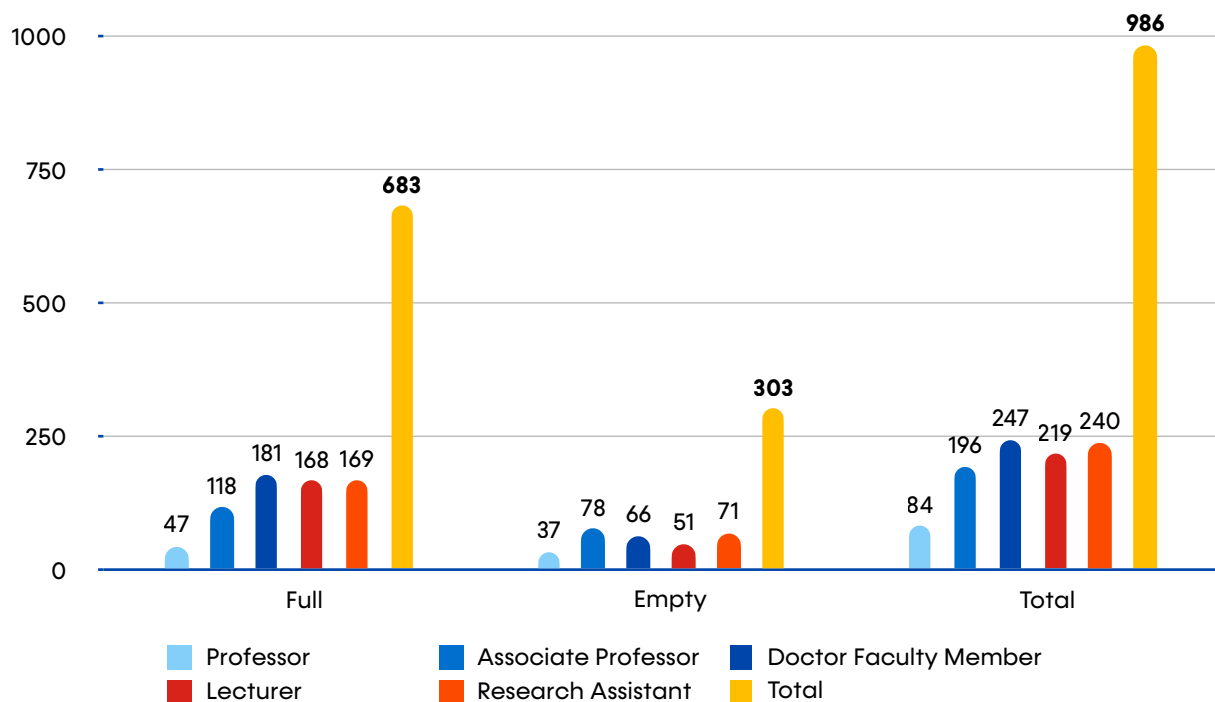
## H. Internal Analysis

### Human Resources Competency Analysis

Our university has a 3-component human resource consisting of academic and administrative human resources and students in order to sustain education-training, research and development, social contribution activities, to train qualified human resources on behalf of our country and to provide administrative support. Under this heading, quantitative and qualitative data of these components are given.

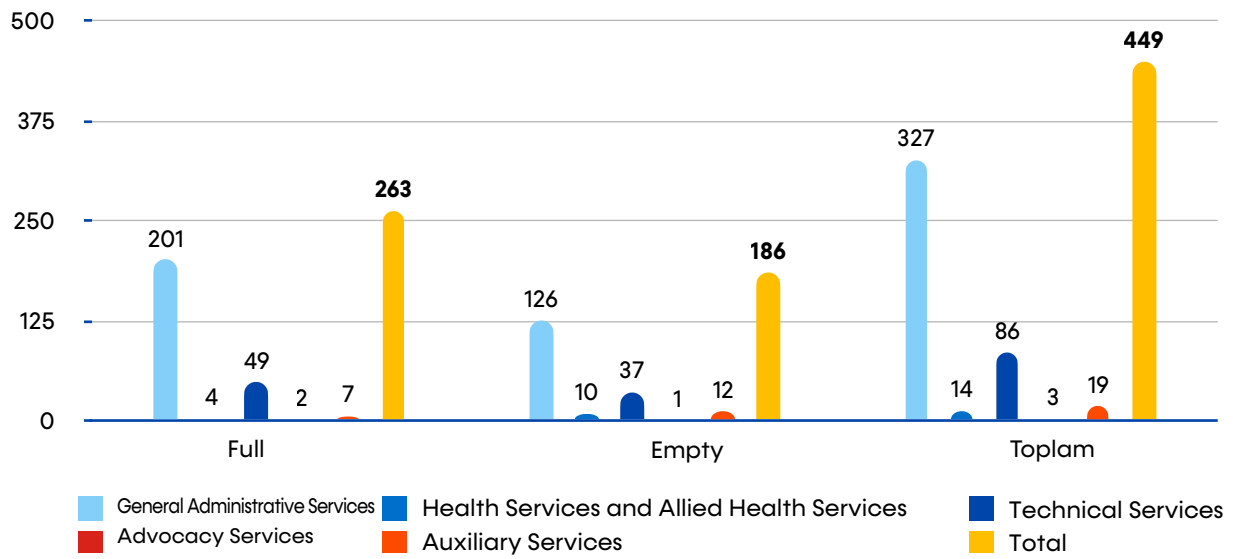
The current status of the number of full and vacant academic staff on the basis of title, which were created by Law No. 5765, is shown in Graph 1 below.

**Chart 1: Filled - Vacant Academic Staff by Title**



As shown in the full-empty academic staff graph above, as of 2022 December, our university has 84 professor positions, 47 of which are full and 37 of which are vacant, 196 associate professor positions, 118 of which are full and 78 of which are vacant, 247 doctoral faculty positions, 181 of which are full and 66 of which are vacant, 219 lecturer positions, 168 of which are full and 51 of which are vacant, and 240 research assistant positions, 169 of which are full and 71 of which are vacant. In general, there are 986 academic staff, of which 683 are full and 303 are vacant. In order to fill the vacant positions, studies are carried out during the relevant year and the recruitment process is initiated with the announcements published in the Official Gazette.

The full-empty distribution of the administrative staff of our university on the basis of class is shown below in graphs and tables as of 31.12.2022.

**Chart 2:** Distribution of Administrative Human Resources (Filled - Vacant Positions)

The numbers of academic and administrative human resources, permanent workers and contracted human resources of our university between 2017-2022 are shown in the table below.

**Table 6:** Number of Academic, Administrative Human Resources and Permanent Workers by Years

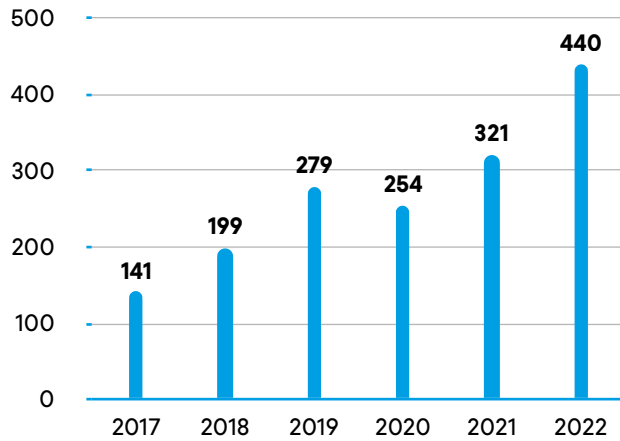
Years	Academic Human Resources	Administrative Human Resources	Permanent Labourer	Contracted Human Resources	Total
2017	516	240	-	-	756
2018	564	254	130	-	948
2019	590	259	129	-	978
2020	617	267	152	-	1036
2021	653	268	152	-	1073
2022	683	263	150	54	1150

Although it is seen that the academic and administrative human resources of our university have reached sufficient levels in quantitative terms, the number of administrative personnel who demand to be assigned to other institutions due to the shortcomings of the province in terms of health facilities continues to increase day by day as a threat. On the other hand, it is considered that it would be beneficial to continue the in-service trainings initiated in the strategic plan of the previous period in order to use the existing personnel effectively and efficiently and to improve their qualifications. In this context, in-service training activities continue within the framework of training analyses conducted annually within the scope of 'Bartın University In-Service Training Directive'. In addition, within the scope of Internal Control studies, job analyses and job descriptions of all personnel have been made, and surveys are also conducted annually to increase efficiency and satisfaction. On the other hand, efforts are being made to increase work performance and quality by recruiting personnel especially in the areas required by the units. In addition, studies have been completed to increase the quality of the existing appointment criteria in the employment of academic human resources, and qualified academic human resources are employed in terms of publications and projects. In the following period, in order to ensure institutional development, training and performance measurements of the existing academic/administrative human resources will continue and their capacities will be increased.

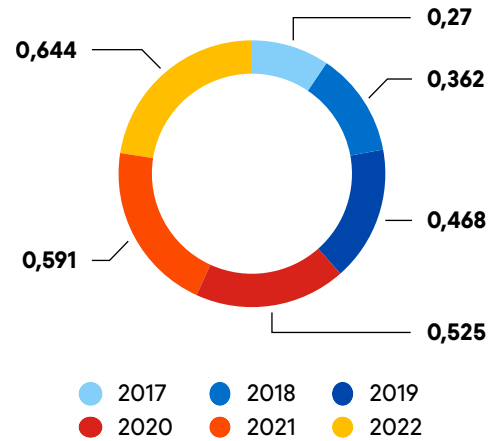
## Publication Performance of Bartın University (Web of Science)

Performance of Bartın University Publications in Web of Science Index

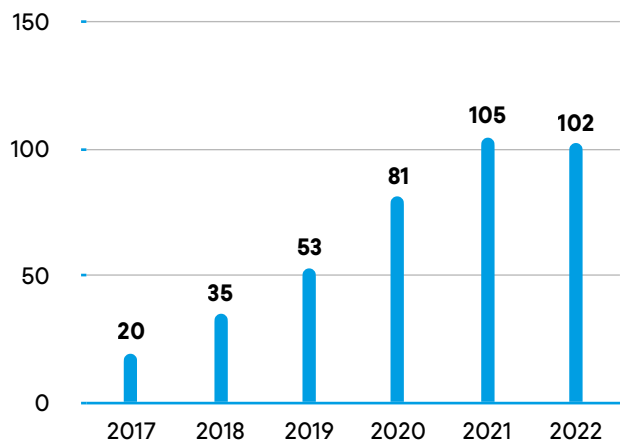
**Graph 3:** Number of Web of Science Publications



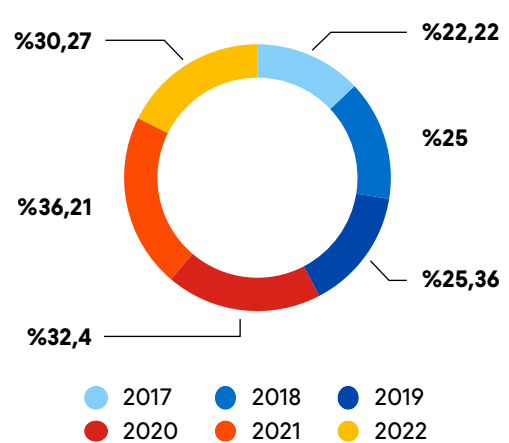
**Graph 4:** Web of Science Publications per Academic Staff



**Graph 5:** Web of Science Q1 Number of Publications



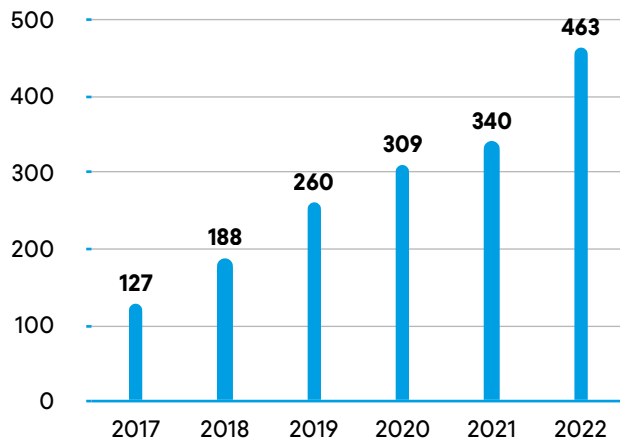
**Graph 6:** Web of Science Q1 Publication Rate



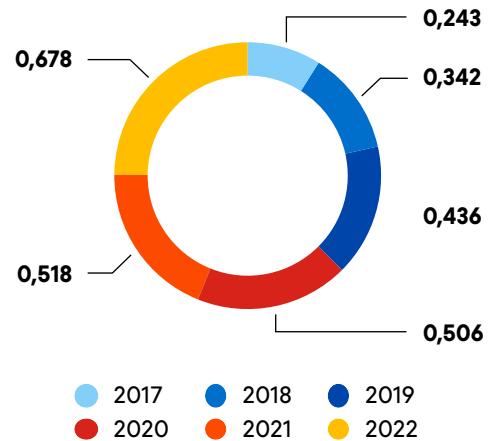
## Publication Performance of Bartın University (Scopus)

### Performance of Bartın University Publications in Scopus Index

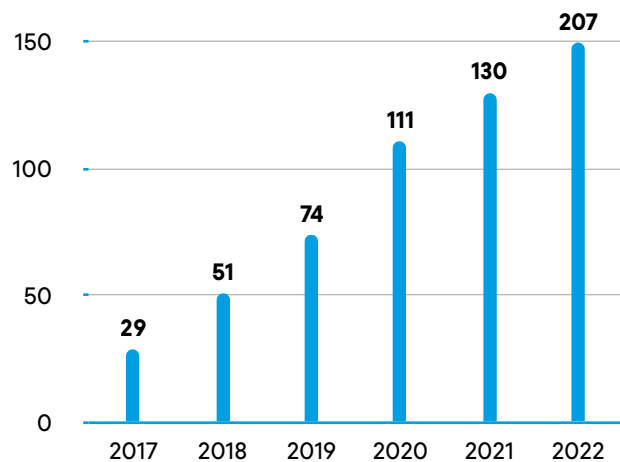
**Graph 7: Number of Scopus Publications**



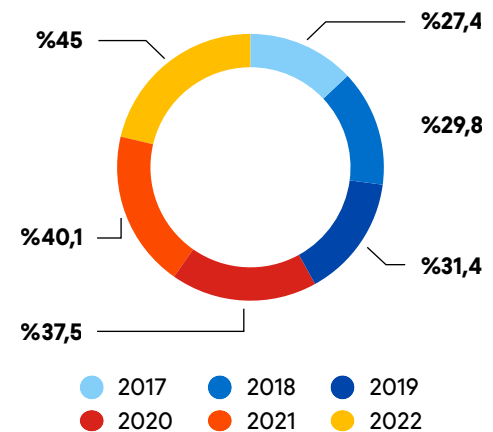
**Graph 8: Scopus Number of Publications per Academic Staff**



**Graph 9: Scopus Q1 Number of Publications**



**Graph 10: Scopus Q1 Publication Rate**



When the graphs are analysed, it is seen that the number of scientific publications such as articles, reviews, book chapters, conference proceedings, etc. produced by the academic human resources of our university and scanned by internationally respected indexes has been increasing every year. In parallel with this, the number of publications per academic staff continues to increase. On the other hand, the number of publications and publication rates in Q1 journals, which are in the first 25% quartile in both indexes and are considered as the highest quality journals, also increase every year. All this is reflected in the rankings of our university by international rating organisations, and as will be seen in the next section, it is noticeable that our rise continues.

## Corporate Culture Analysis

The physical investments completed in parallel with the increasing number of students have ensured that learning activities are carried out without interruption. The construction of new physical spaces is planned in the medium and long term within the framework of needs.

The operation of consultative processes in decision-making mechanisms is of central importance for our university. Negotiation channels have been activated and internal and external stakeholders have been enabled to take part in decision-making mechanisms. The advisory boards, which have a legal basis with the 'Bartın University Advisory Boards Directive', enable all kinds of decisions to be taken within the framework of stakeholder negotiation.

After long preparation and application stages, our university has been entitled to specialise in the field of 'Smart Logistics and Integrated Regional Applications' within the scope of YÖK's Regional Development Oriented Mission Differentiation and Specialisation Project. The activities to be carried out within the framework of specialisation will become one of the most important dynamics of regional, national and global information flow, economic outputs and cultural gains. All academic units of our university carry out their scientific activities in the context of specialisation as well as their main field of expertise.

Relations with external stakeholders have moved beyond the consultative level to concrete cooperation. Project-based collaborations have been established with other universities, public institutions, non-governmental organisations and economic actors. It is planned that this cooperation will continue to increase in the coming period. In addition to the national and global dimensions of the collaborations, it is one of our main focuses that the collaborations should be in the field of specialisation and towards the region.

After the Higher Education Quality Assurance Regulation entered into force, Bartın University Quality Commission was established; In line with its objectives, it is aimed to establish a quality assurance system within the framework of the evaluation of education-training and research-development, social contribution activities and administrative services. Quality studies are one of the central issues of the next period.

Our university has made its training processes holistic within the framework of 'training of trainers'. In this framework, learning and teaching has been carried to a dynamic and multi-dimensional stage through the trainings given to all academic human resources and will continue in the coming period. Training of trainers has become one of the corporate values of our university.

It is aimed to organise physical spaces in order to ensure the full, effective and equal participation of disabled individuals in higher education. Implementing barrier-free life in all places of our university is among our main objectives.

It is known that in today's world, development is not only considered within the framework of economic outputs, but is fortified around cultural, intellectual, physiological and psychological elements. Our university has become the main dynamics of the region with its intellectual activities, library infrastructure and services. The 'Bartın Encyclopaedia' project initiated within the scope of the BAP project will become a basic reference source in terms of carrying the cultural memory of our province to new generations.

The conferences, workshops and symposiums organised since the first day of our establishment will continue to provide new information to the world of science in the future. Increasing the quality and quantity of the studies carried out is among the main goals. Archaeological studies carried out in our region will contribute to the whole scientific world outside our borders. Increasing archaeological activities and cooperation in this field are among the main objectives. Çeşm-i Cihan Talks, where the leading thinkers of our country are hosted and intellectual issues are taken to the centre, will be continued in the following years; the speeches made will be printed and the information shared will be transferred to future generations. Our university aims to meet the basic needs of the people of the region as well as its students and members through its Barrier-Free Living Centre, Children's University, Psychological Counselling Centre and sports centres. Our library is one of the most remarkable science centres of the region through its printed and electronic resources. Our library, where periodicals are followed, will continue to add value to both our university and its surroundings through new works.

Following the studies carried out by taking the opinions of internal and external stakeholders, the Visual Identity Guide was updated. It is aimed to reflect the values of sustainability, quality and robustness with the verbal sign 'BARÜ' determined as the corporate name abbreviation of Bartın University.

Our university has established an alumni information system through the Career Planning Application and Research Centre. Through this system, it is aimed to ensure the connection between our graduates and our university and to further develop the existing relations.

### **Physical Resource Analysis**

Bartın University started education and training in 2008-2009 academic year with 3 faculties, 2 institutes, 2 vocational schools and a college. Today, Bartın University has 9 faculties, 3 vocational schools, 1 college, 1 institute, 15 application and research centres and 2 project and technology offices. Again, health services are provided at the Medico-Social Centre within our university. Our centre serves with a team consisting of 1 doctor, 1 dietician, 1 psychologist and 2 nurses.

The total closed area of our university is 60.890 m<sup>2</sup> and the open area is 1.123.244 m<sup>2</sup>. Bartın University campus structure can be geographically classified under four main headings. These are; Ağdacı Campus, Kutlubey Campus, Vocational School Ulus Campus, Vocational School Kurucaşile Campus.

A total of 6.190 m<sup>2</sup> closed area is under construction in Kutlubey Campus. The distance of our university to Bartın city centre is 5 km to Ağdacı Campus and 13 km to Kutlubey Campus.

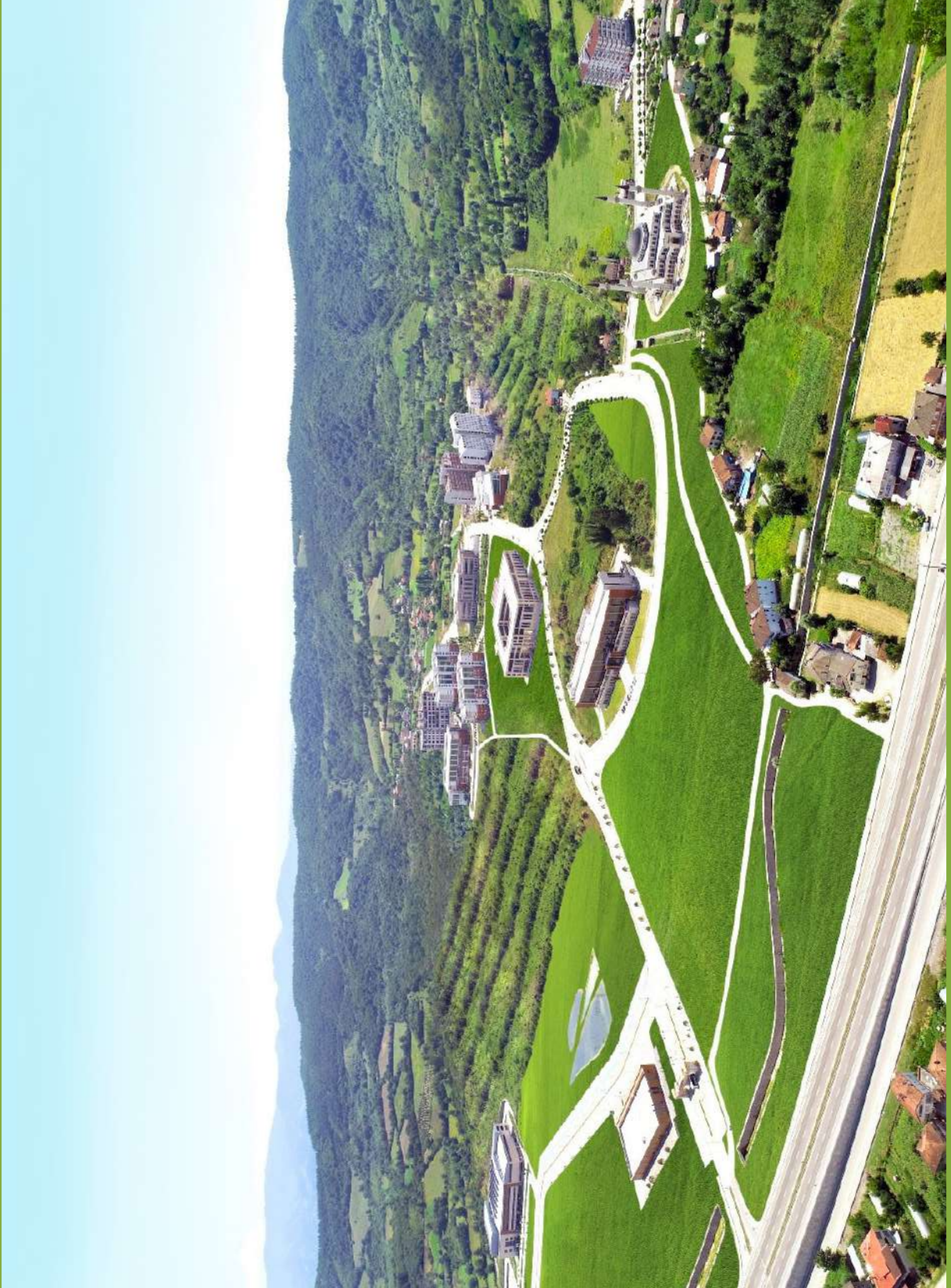
The programmes affiliated to Bartın Vocational School carry out their educational activities in the 1.391 m<sup>2</sup> part of the building owned by the municipality in Kurucaşile district and the programmes in Ulus Vocational School carry out their educational activities in the 3187 m<sup>2</sup> building owned by Bartın Special Provincial Administration.

**Table 7:** Physical Resources of Bartın University

Campuses	Existing Physical Closed Areas	Existing Physical Open Spaces	Total Area (m2)
<b>1. Ağdacı Campus</b>  Workshop and Carpentry Shop, Faculty of Forestry Building, Vocational School Building, Faculty of Health Sciences Building, Prefabricated Laboratory Building, Dining Hall and Medico Social Building, Library Building, Lodgings (24 Apartments), Campus Main Entrance Gate and Information Desk, Transformer and Generator Building, Heat Centre, Waste Water Treatment Plant, Indoor Sports Hall, Indoor Sports Hall (Canvas), Outdoor Sports Areas, Yunus Emre Classroom, Yahya Kemal Beyatlı Classroom	22.668	64.852	87.520
<b>2. Kutlubey Campus</b>  Rectorate Building, Faculty of Engineering + Faculty of Science Administrative Building, Faculty of Literature and Faculty of Islamic Sciences, Mimar Sinan Classroom (Digital Classroom), Mehmet Akif Ersoy Classroom (Verbal Classroom), Indoor Sports Hall and Faculty of Sports Sciences Building, FEAS, Faculty of Education and Graduate Education Building, Library Building, Staff and Student Dining Hall, Central Research Laboratory, Department of Construction and Technical Affairs, Barrier-Free Living Area, Student Life Centre, Lodgings (30 Apartments), Transformer and Distribution Centre, Campus Main Entrance Gate, Outdoor Sports Fields, Buildings Under Construction (Laboratory Building)	38.468	1.052.231	1.090.699
<b>3. Vocational School Ulus Campus</b>  Vocational School Building, Workshops, Entrance Gate	1.446	3.951	5.397
<b>4. Vocational School Kurucaşile Campus</b>  Vocational School Building	338	180	518
<b>Total</b>	<b>60.890</b>	<b>1.123.244</b>	<b>1.190.324</b>



**Image 8:** Bartın University Ağdacı Campus



**Image 8:** Bartın University Kutlubey Campus

In order to determine the physical resource needs of our university, within the scope of Strategic Plan preparations, all units of our university are periodically asked for the physical resources they need with a participatory management approach and the cost information related to them. In line with this data, the physical resource requirements and actual costs of the strategic plan period are included in the investment budget proposals and are met as stipulated by the budget law.

The Physical Resources (vehicles, buildings and other assets) currently used by Bartın University serve the students, human resources (academic-administrative) and their legally dependent relatives and the public in the region. However, newly opened departments and programmes within our university cause an increase in the number of students. For this reason, it is foreseen that the needs such as classrooms, laboratories, workshops and social areas will increase in the coming years.

### **Technology and Information Infrastructure Analysis**

Within the scope of this analysis, the information systems and technological equipment owned by Bartın University were examined and the current situation and the technological and information infrastructure targeted to be in the future were determined.

Bartın University Department of Information Technologies; 2 firewalls (firewall), 1 52 TB system servers, 1 40 TB server replications and 1 30 TB server backups, 3 data storage units, 3 Wireless Management Servers, 10 physical servers, 113 virtual servers, a total of 123 servers are actively working in the information systems infrastructure. Among the servers that constitute the IT infrastructure, 116 of them work as cluster with virtualisation technology (Vmware) installed on 10 high-capacity physical servers and these servers are stored in 52 TB data storage units. One backup software, one replication software, one data compression-reduction storage hardware are used for backing up the existing servers and data stored in the IT infrastructure. The entire IT infrastructure system is hosted in a specially prepared system room with raised floors, suspended ceilings, fire extinguishing system, secure entrance door with fingerprint reader, 2 high capacity power supplies and 24x7 air conditioning system, taking into account 24x7 security, operability and accessibility standards.

The system room and IT infrastructure of the IT Department are checked every day by the relevant IT staff within the framework of operability, accessibility and security standards, and maintenance and repair are carried out in certain periods within the IT infrastructure standards.

According to 2022 November data, the allocated internet speed of Bartın University was measured as 1900 Mbps. The Central Campus has 1000 Mb, Kutlubey Campus 800 Mb, Ulus Vocational School 70 Mb, Kurucaşile Vocational School 30 Mb internet usage line. All buildings in Ağdacı Campus, Ulus Vocational School, Kurucaşile Vocational School and Kutlubey Campus are connected to the system room of the Department of Information Technologies via fibre lines. There is a Metro Ethernet Switch in the central system room and the units are connected to each other with star topology.

Metro Ethernet Switch devices are used in ULAKNET and Telecom connection.

The network infrastructure of our university consists of Ağdacı Campus, Kutlubey Campus, Central Vocational School, Ulus Vocational School and Kurucaşile Vocational School locations. The Internet line coming from Ankara-Ulaknet Line terminates at Ağdacı Campus and the administrative and academic locations within the Ağdacı Campus are reached separately by fibre optic cable in accordance with the star topology standard.

The network infrastructure of our university consists of 1 Metro switch, 1 Backbone switch, 117 Edge switches, 240 Wireless Internet access devices (Access Point) and 3 Wireless Internet access devices Management server. In addition, the BCS Management System within the UBYS is in the transition phase.

Bartın University personnel are provided with the programmes they need to continue their daily work and research by the Department of Information Technologies. NXC5500 Update Software, Adobe full package, ALMS, ZOOM, SmartPLS3, Vmware Licence, Apple corporate licence, Esri Licence, MATLAB Licence, Smartpls Licence, Epati Licence, Mplus Licence, Netcad Licence, Siem Licence, KAMUTECH Human Resources, OSKA Progress Payment software are some of the software recommended and offered. In addition, Switch, Wireless Device, Ip Telephone were purchased in order to strengthen and improve the system infrastructure of our university.

E-signature card reader for the Electronic Document Management System, which is used within the scope of UBYS, was purchased from TÜBİTAK BİLGEM. Apart from the infrastructure studies, Bartın University information and technology resources will also be guiding within the scope of the analysis.

### **Financial Resource Analysis**

Law No. 5018 on Public Financial Management and Control includes universities among special budget institutions. In the Law, special budget institutions are defined as 'Institutions that are affiliated or related to a ministry, to which revenues are allocated to carry out a specific public service, to which expenditure authority is given from these revenues, and whose establishment and working principles are regulated by special laws.'

Our university receives most of its budget from the central government. Since universities generate income from the services they provide, the share they receive from the budget is less than other public institutions. With the decrease in public resources, there are significant changes in financing. For this reason, performance-based budgeting is being implemented and decreasing resources lead the university to new searches.

Universities have two financial resources: own resources and foreign resources. It is extremely important that these two resources are used efficiently according to the general economic balances, the structure and needs of the institution.

The financial resources of the university consist of treasury aids and own revenues.

Own revenues consist of enterprise and property revenues, goods and services sales revenues, specification and printed document revenues, education and training revenues, rent, etc.

The realisation of goals and objectives is closely related to the use of financial resources. The effectiveness of achieving goals and objectives depends on the provision and use of financial resources under favourable conditions. When the role of the university in the city is evaluated, the university's ability to achieve its goals depends on the continued increase in the contribution from the treasury. In addition to this, one of the priority targets is to increase the proportion of equity-based revenues, which have a low share in university revenues.

The budget appropriations of the university mainly consist of 5 items. According to economic classification, it is seen that there is a certain increase in all appropriations. When evaluated in terms of economic classification level, it is observed that the highest increase is in personnel allowances in parallel with the increase in the number of personnel. The highest increase in capital appropriations was between 2020-2021.

Apart from treasury aid and own resources, another item that provides resources to our university is the Revolving Capital Enterprise revenues. The budget estimates of the Revolving Capital Enterprise Directorate by years are shown in the table below.

**Table 8:** Estimated Financial Resources Table

Special Budget Sources	2024	2025	2026	2027	2028	Total Resources
Personnel Expenses	367.796.000	423.308.000	486.000.000	559.000.200	643.000.240	2.479.104.440
State Premium Expenses to Social Security Institutions	51.379.000	59.147.000	68.000.000	78.000.000	89.000.000	345.526.000
Goods and Service Purchase Expenses	39.900.000	44.190.000	48.600.000	53.400.000	58.800.000	244.890.000
Current Transfers	10.466.000	11.615.000	12.700.000	14.000.000	15.400.000	64.181.000
Capital Expenditure	136.297.000	159.571.000	186.700.000	218.400.000	255.500.000	956.468.000
Revolving Capital	6.123.000	6.735.000	7.408.000	8.149.000	8.964.000	37.379.000
External Sources (TUBITAK, EU, BAKKA)	6.600.000	7.920.000	9.504.000	11.404.800	13.685.760	49.114.560
<b>TOTAL</b>	<b>618.561.000</b>	<b>712.486.000</b>	<b>818.912.000</b>	<b>942.354.000</b>	<b>1.084.350.000</b>	<b>4.176.663.000</b>

## I. Academic Activities Analysis

Basic Academic Activities	Strengths	Weaknesses / Problem Areas	What to do?
Education	<ul style="list-style-type: none"> <li>• Our university has a young and dynamic academic staff and the number of academic staff is increasing in a qualified manner</li> <li>• The introduction of new appointment criteria in the appointment of academic staff and the effectiveness of these criteria in the selection of qualified personnel</li> <li>• Opening departments for the specialisation area of our university and teaching courses for this area at the university</li> <li>• Competent library facilities and ease of access to information</li> <li>• Having a learning centre such as BÜNSEM for university students and staff</li> <li>• With the reduction of accreditation to many units of the university, the formation of accreditation culture in departments and increase in the number of accredited departments</li> <li>• Trying to increase physical facilities</li> <li>• Improving the facilities and infrastructure of the Distance Education Application and Research Centre (BUZEM)</li> <li>• Establishment of advisory boards and getting support from these committees in the decisions taken in the units</li> <li>• Large pool of elective courses serving many departments</li> <li>• Students evaluate the courses with questionnaires and the course instructor directs the course according to these questionnaires</li> <li>• Improvement of campus transport facilities</li> </ul>	<ul style="list-style-type: none"> <li>• The physical conditions of the buildings of some units are not at the desired level</li> <li>• Inability to open master's and doctoral programs due to the low number of faculty members in some units</li> <li>• Lack of laboratory infrastructure in some units</li> <li>• Lack of application areas at the desired level for programs that focus on practical education</li> <li>• High number of students and course load per academic staff in academic units across the university</li> <li>• Insufficient level of activities for graduates</li> </ul>	<ul style="list-style-type: none"> <li>• Safe, functional and aesthetic physical spaces should be created</li> <li>• The need for classrooms and laboratories to improve the physical conditions related to education should be met</li> <li>• The number of students and staff benefiting from exchange programs should be increased</li> <li>• The number of academic staff should be increased and trainings should be organized for staff development.</li> <li>• The educational technology infrastructure of the university should be strengthened to maintain student-centered education.</li> <li>• The number of programs should be increased and students should be encouraged by updating the legislation on minor and double major.</li> <li>• The quality of distance education courses should be increased</li> <li>• Studies should be carried out to promote the university and programs.</li> <li>• Need-oriented updates should be made in the programs.</li> <li>• Academic and administrative personnel needs must be met.</li> <li>• Physical, social and educational facilities for the needs of disabled students should be developed in all units within the university campuses.</li> </ul>



## Research

- Establishing research funds and supporting projects in the field of specialization
- To serve our university and the region with qualified researchers who are experts in their fields
- Existence of Project and Technology Office and Scientific Research Projects Coordination Unit and project writing
- and organizing events related to their promotion
- Increasing the number of publications per faculty member
- Students' achievements in Teknofest and similar project competitions
- Being in a good position within the scope of TÜBİTAK 2209A/B student projects
- Increase in the number of research and projects carried out by academic staff
- Organizing project writing trainings
- Establishing a central laboratory at our university and making use of its facilities
- The databases to which the university library is a member provide access to a large number of scientific researches.
- Presence of Research and Application Centers within the University

- Insufficient financial support for scientific research
- Low number of patents, utility models and registrations
- Lack of the desired number of projects carried out in cooperation with external sources (such as TÜBİTAK, Presidency of Strategy and Budget, EU funds)
- High course loads of lecturers in some units
- Insufficient financial means for participation in scientific meetings and congresses

- The university needs an independent research laboratory building.
- Activities should be carried out to improve the project-making skills of academic staff.
- Studies should be carried out to develop R&D strategies.
- There is a need for a new department to coordinate internal and external projects at the university.
- The activities of the Project and Technology Office should be increased.
- Activities should be carried out to improve the interdisciplinary project skills of academic staff.
- Efforts should be made to increase university-industry and university-community cooperation.
- Practices to increase the overseas experience of academic staff should be encouraged.
- Efforts should be made to increase the quantity and quality of human resources with doctoral degrees.
- Interdisciplinary graduate programs and studies should be carried out.
- Efforts should be made to increase the quality of scientific publications.
- Printed and electronic resources of the university library should be increased.



<p><b>Entrepreneurship</b></p>	<ul style="list-style-type: none"> <li>• Having elective courses on entrepreneurship at associate, undergraduate and graduate levels.</li> <li>• Distance Education Entrepreneurship program has been opened</li> <li>• Including the Entrepreneurship course in the relevant programs within the scope of KOSGEB applied entrepreneurship training and giving Entrepreneurship Certificate</li> <li>• Organizing a project market event every year at our university and encouraging entrepreneurship</li> <li>• Regular increase in 2209/B industry-oriented undergraduate graduation projects every year</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of sufficient industry in Bartın province</li> <li>• Insufficient level of sectoral communication</li> <li>• Weak entrepreneurship culture and activities.</li> <li>• Lack of TEKNOPARK on our campus</li> </ul>	<ul style="list-style-type: none"> <li>• Efforts should be made to popularize entrepreneurship culture and activities.</li> <li>• Incentive activities should be carried out to encourage academic staff to cooperate with industry.</li> <li>• Entrepreneurship activities of university students should be encouraged.</li> <li>• Work on TEKNOPARK should be completed and put into operation as soon as possible</li> </ul>
<p><b>Social Contribution</b></p>	<ul style="list-style-type: none"> <li>• Realization of projects suitable for the specialization area for the region</li> <li>• Providing courses for the region with the continuing education center</li> <li>• Academic staff informing the community through various organizations</li> <li>• Student clubs are active in our university</li> </ul>	<ul style="list-style-type: none"> <li>• Limited budgets for social contribution activities</li> <li>• Insufficient level of community outreach activities</li> <li>• Not enough people participating in the activities</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing interactions with public institutions and organizations and organizing regular events</li> <li>• Increasing the budgets for social contribution projects to an adequate level</li> <li>• Increasing the number of activities to integrate the university and the city</li> </ul>

## J. Higher Education Sector Analysis

Factors	Identifications (Factors/Problems)	Impact on University		What to do?
		Opportunities	Threats	
Politics	<ul style="list-style-type: none"> <li>Increasing university department quotas more than the demands of academic units</li> <li>Failure to fill the quotas of some departments due to the increasing number of universities and departments</li> <li>Increasing the number of qualified international students in the higher education system</li> <li>Pursuing strategies that emphasize quantity over quality in higher education</li> <li>Opportunities provided to universities for specialized fields within the scope of the reform in the field of higher education</li> <li>European Union-Turkey integration process</li> <li>Conducting studies within the scope of quality in higher education institutions</li> </ul>	<ul style="list-style-type: none"> <li>Universities renewing themselves due to the competitive environment among universities</li> <li>With national and international universities</li> <li>sustainability of collaborations</li> <li>The university is entitled to specialization within the scope of "Smart Logistics and Integrated Regional Applications"</li> <li>Increased cooperation and standards with international universities</li> <li>Ensuring the dissemination and internalization of quality culture</li> <li>Ongoing process for institutional accreditation</li> </ul>	<ul style="list-style-type: none"> <li>Risk of closure in some departments</li> <li>Conditions and location of the province affect preferability</li> <li>Placement rates to our university</li> <li>the difference between the graduation rates and the graduation rates is high</li> <li>Increased integration and students turning to foreign universities and increasing competition</li> <li>Resistance tendencies arising from the structural characteristics of the existing organizational culture</li> </ul>	<ul style="list-style-type: none"> <li>Strategies should be developed to fill department quotas and make our university preferred.</li> <li>University visibility should be increased by diversifying departmental promotion and advertising activities.</li> <li>Departments should be opened and existing programs should be updated in line with the sectoral needs and demands of the society, especially the region.</li> <li>Produce projects that produce added value in specialized fields and support social development.</li> <li>Education standards should be raised to international norms and the quality of personnel should be increased.</li> <li>Awareness trainings on quality and internalization efforts should continue.</li> </ul>



Economic	<ul style="list-style-type: none"> <li>• High youth unemployment rate</li> <li>• Uncertainty in the economic system</li> <li>• Tight fiscal policies implemented</li> <li>• Consumption expenditures of the staff and students of the university to the economy of Bartın province</li> <li>• to make a very significant contribution</li> <li>• Variability in exchange rates affecting the purchasing power of goods and services required for education and research activities</li> <li>• The university's regional-oriented working approach</li> </ul>	<ul style="list-style-type: none"> <li>• Proximity to alternative tourism, maritime and forestry sectors</li> <li>• Targeting a regional development-oriented development within the scope of the university's specialization studies</li> <li>• With R&amp;D incentive programs</li> <li>• Conducting informative activities on a regular basis</li> <li>• Provision of projects, products and services for the needs of the region by the units (children's university, soap production, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• The unemployment problem encourages prospective students to prefer departments with high employment opportunities and reduces the preferability of other departments</li> <li>• Possible reduction in funding for education</li> <li>• Difficulties that may arise in achieving the set targets due to financial constraints</li> <li>• Serious differences between the qualifications of universities due to the imbalance in their budgets</li> <li>• Reducing the rate of low and middle income groups preferring out-of-town universities</li> <li>• Resources becoming idle due to closed departments</li> </ul>	<ul style="list-style-type: none"> <li>• All departments should develop strategies for the effective use of the region's facilities and resources.</li> <li>• With the understanding of sustainable development, university-sector cooperation should be ensured in the sectors of the region that have competitive advantages (tourism, maritime, forestry, forest industry) in accordance with the needs of the region, and original projects that will increase economic efficiency should be implemented.</li> <li>• New financial resources should be provided in cooperation with external stakeholders.</li> <li>• New employment opportunities and</li> <li>• The establishment of the 'Technology Research Center' within the scope of Technopark for domestic production should be accelerated.</li> <li>• Idle resources should be utilized and utilized in the units in need.</li> </ul>
Socio-Cultural	<ul style="list-style-type: none"> <li>• The number of students constitutes approximately 19% of the provincial center population</li> <li>• Low level of university-society dialog</li> <li>• Existence of research centers for socio-cultural activities at the university</li> </ul>	<ul style="list-style-type: none"> <li>• Young population's high interest in and tendency to participate in socio-cultural activities</li> <li>• Increased awareness of social issues</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficiency of socio-cultural activities to appeal to the young population in the province</li> </ul>	<ul style="list-style-type: none"> <li>• Efforts should be made to improve university-community dialogue.</li> <li>• In order to improve university-community dialogue, socio-cultural activities (local theater, writers, handicrafts, etc.) where the accumulated knowledge of the region can be used should be increased and continued.</li> <li>• Qualified socio-cultural activities for students and staff should be increased.</li> <li>• The work of research centers for socio-cultural activities of the university should be increased.</li> </ul>



Technological	<ul style="list-style-type: none"> <li>• Industry 4, rapid development of technological products and software (metaverse, web 3.0., artificial intelligence)</li> <li>• Rapid development of information technologies</li> <li>• Technology-based learning approaches to formal education (online, mobile, blended/hybrid and adaptive learning)</li> <li>• etc.) started to be integrated</li> </ul>	<ul style="list-style-type: none"> <li>• Online the opportunity to participate in national and international scientific events, collaborate with academics and communicate with students</li> <li>• Increasingly easier access to information</li> <li>• Existence of technology-based learning and hybrid learning applications in education</li> <li>• Fast realization of bureaucratic transactions in electronic environment</li> <li>• Active use of the university's e-mail, websites and social media tools</li> <li>• Demand of the society for online trainings (seminars, conferences, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Costly laboratory/workshop installations or adaptations to new technology</li> <li>• Taking time to adapt to technological developments</li> </ul>	<ul style="list-style-type: none"> <li>• Effective use of information technologies should be encouraged by adapting to changing technology.</li> <li>• The number of laboratories/workshops should be increased according to the number of students and course types and their equipment should be updated.</li> <li>• Classical boards in classrooms and lecture halls should be converted into smart boards.</li> <li>• Digital literacy trainings should be emphasized.</li> <li>• A technopark should be provided to the university.</li> <li>• Trainings on safe use of technology for internal and external stakeholders should continue.</li> </ul>
Legal	<ul style="list-style-type: none"> <li>• Law No. 2547 on Higher Education and Law No. 5018 on Public Financial Management and Control</li> <li>• Regulations under the Higher Education Personnel Law No. 2914 and the Civil Servants Law No. 657</li> <li>• Existence of Law No. 6698 on the Protection of Personal Data and relevant regulations within this scope</li> <li>• Other laws, regulations and directives governing higher education</li> </ul>	<ul style="list-style-type: none"> <li>• Having strategic plan studies that can provide an effective organizational structure</li> <li>• Performance management practices, establishment of internal control systems, quality management system and the establishment of service delivery standards</li> </ul>	<ul style="list-style-type: none"> <li>• Changes to education and training regulations at short intervals by the Council of Higher Education.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness trainings on legal regulations for internal and external stakeholders should continue.</li> </ul>



## Environmental

- Increasing environmental awareness and the importance of environmental measures in regulations
- Activities to improve working conditions in accordance with the Occupational Health and Safety Law No. 6331
- Global problems such as climate change, desertification, land use change, water scarcity and environmental pollution

- "Green campus" at Kutlubey Campus  
Continuation of the structuring towards the goal of
- Being in compliance with Green Metric criteria

- Kutlubey Campus;
- Lack of a holistic landscape planning project yet
- Economic cost-ecological benefit of environmental projects not to be evaluated according to the principle of
- Lack of an administrative unit for landscape planning, design and management

- Social responsibility projects that will increase environmental awareness should be trained.
- Projects to be developed  
The green campus should be associated with the region and its implementation should be ensured.
- Implementations towards the goal of a green campus should be continued and the effective use of renewable energy resources should be planned.
- Adoption of environmental projects students and the local community should be involved in both the planning and implementation phases.
- Awareness-raising activities for the planning and implementation of the concept of Life Cycle Analysis in both university units and sectors should continue.

## Sectoral Structure Analysis

Factors	Determinations (Factors/Problems)	Impact on University		What to do?
		Opportunities	Threats	
Competitors	<ul style="list-style-type: none"> <li>Increasing number of universities, transfer of students and academic staff to other universities</li> <li>Being close to universities that have completed their physical and social infrastructures to a great extent</li> <li>Increasing number of universities and departments offering distance education</li> <li>Ranking of universities in national and international arena</li> </ul>	<ul style="list-style-type: none"> <li>The possibility of opening new departments depending on the trends of the young population</li> <li>The quality-oriented management style of the university comes to the forefront</li> <li>Carrying out the accreditation processes of its programmes quickly and efficiently</li> <li>The university is entitled to specialisation within the scope of 'Smart Logistics and Integrated Regional Applications'</li> <li>Implementation of 7+1 and 3+1 education model in some departments of the university</li> </ul>	<ul style="list-style-type: none"> <li>Students prefer universities in metropolises or close to metropolises</li> <li>Increase in the tendency / preference of prospective students towards distance education</li> </ul>	<ul style="list-style-type: none"> <li>Strategies that will differentiate the university to compete with other universities should be developed.</li> <li>Different opportunities should be provided to students in cooperation with tourism, maritime and forestry sectors.</li> <li>In order to increase the employment of graduated students, co-operation should be made with the enterprises in the region.</li> <li>Faculty members should be encouraged to work on the specialisation area of the university.</li> <li>Distance education units / departments / programmes should be opened at undergraduate and associate degree level.</li> <li>The current situation in the rankings should continue to be improved in order to increase national and international visibility.</li> </ul>



## Stakeholders

- Providing adequate accommodation in the Credit and Dormitories Institution
- Students in secondary education do not know the university and departments sufficiently
- Insufficient cooperation with non-governmental organisations, public sector and private sector
- Students write the departments of our university in the lower ranks in preference rankings
- Courses and certificate programmes tailored to the interests and needs of the people of the city
- Receiving contributions from other universities for projects, research and thesis studies
- Having an alumni information system and organising cooperation activities with alumni
- Periodically realising the project market event in order to strengthen cooperation with local administrations and related sectors
- Carrying out the Filyos Project in the region.
- Having a RIMER unit where students, academic staff and stakeholders can convey their opinions, requests and complaints
- Decline in student quality due to the removal of the base point application in university preferences
- The city's people
- Low demand for courses and certificate programmes in line with their interests and needs
- Lack of an effective project culture between the public and private sector and the university
- Joint co-operation and projects should be developed between academic staff-students-stakeholders.
- Cooperation studies for the Filyos project, which stands out in the region, should be increased.
- Studies should be carried out in accordance with the expectations of the sector through the feedback of the Graduate Information System.
- Course and certificate programmes should be diversified in line with the needs of the city people.



Suppliers	<ul style="list-style-type: none"> <li>• Long duration of procurement of goods and services</li> <li>• Difficulty in procuring products due to the small size of the city and their high cost, monopolisation</li> <li>• Difficulties in finding suppliers that can provide canteen and catering services</li> </ul>	<ul style="list-style-type: none"> <li>• State Supply Office product catalogue includes a wide range of products</li> <li>• The Public Procurement Authority to ensure a favourable competitive environment in direct procurement purchases through the EKAP system</li> </ul>	<ul style="list-style-type: none"> <li>• Failure of suppliers to provide good enough service in meeting the needs of the university</li> <li>• and failure to meet expectations</li> </ul>	<ul style="list-style-type: none"> <li>• In the procurement of goods and services, as many suppliers as possible should be reached.</li> <li>• Alternative social living spaces within the university (canteen and cafeteria, catering, etc. areas) should be provided.</li> </ul>
Regulatory / Supervisory Organisations	<ul style="list-style-type: none"> <li>• Regular audits by the Court of Accounts</li> <li>• Higher Education Council's report card application</li> <li>• Transition of YÖKAK to institutional accreditation programme</li> </ul>	<ul style="list-style-type: none"> <li>• Existence of regulatory and supervisory bodies guiding the functioning legally and administratively</li> <li>• Ensuring sustainable development by conducting monitoring and evaluation studies within the scope of YÖK and YÖKAK indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient level of desire and awareness for quality and accreditation studies</li> </ul>	<ul style="list-style-type: none"> <li>• Communication opportunities with relevant institutions (such as YÖK, ÜAK and SAYIŞTAY) should be increased.</li> <li>• Information activities regarding quality and accreditation studies should be continued.</li> </ul>

## K. SWOT Analysis

SWOT Analysis is a systematic analysis of our university and the conditions affecting it. With this method, the strengths and weaknesses of our university and the opportunities and threats that may occur outside the university are determined. The strengths and weaknesses of our university were determined from the results of the study conducted within the scope of internal analysis and situation analysis, and the opportunities and threats were determined by PESTLE Analysis for Sectoral Tendency.

With this analysis, the strengths, weaknesses, opportunities and threats faced by the university were investigated and future strategies were determined. In short, this analysis constitutes the basis for the other stages of the strategic plan. While determining the goals and objectives, ways of transforming weaknesses into strengths and threats into opportunities were discussed and researched.

Strengths	
The presence of a peaceful and sincere environment at our university	Bartın University's sporting achievements
Ease of communication with academic and administrative human resources	Inclusion of cultural diversity at Bartın University
Academics give students self-confidence	Proximity to metropolitan cities such as Ankara and Istanbul
Our university supports and encourages scientific activities	Bartın University is located in a historical, natural and touristic region
Having a contemporary and student-centered approach	The positive contribution of Bartın University to the social, tourism and economic fields of the province and the region
The new campus of our university is developing rapidly	Existence of graduate programs related to entrepreneurship
Becoming visible in national and international university rankings	Making our university visible and at the forefront
Presence of young, dynamic and success-oriented human resources	The existence of various certificate trainings and courses provided by Bartın University
Our university unit managers are visionary	Part-time student employment
Academic human resources have a good sense of belonging	The existence of a communication portal such as RIMER that functions effectively and is appreciated by all stakeholders
Strong relations between administration and students	Increase in the number of scientific publications and projects
Existence of change and continuous improvement efforts of our university	Increasing number and activities of UYGAR Centers
Distance education programs in some departments and distance education courses throughout the university	Performance management practices, establishment of internal control systems, quality management system and service delivery standards
Having units such as BÜNSEM and Social Responsibility Project Coordinatorship that serve the community as well as university students and human resources	Having strategic plan studies that can provide an effective organizational structure
Existence of studies to continuously improve the physical infrastructure for the disabled	Existence of physical facilities such as congress and conference halls

Increase in the ranking of World and Turkish Universities	Active use of the university's e-mail, websites and social media tools
Providing financial resources for research and development studies from the internal resources of the university	Presence of an approach based on common sense and participation in decisions
Prioritizing investments to strengthen research infrastructure	Existence of trainings to improve the research competence of academic human resources
Academic incentives and progress in the number of publications	Increase in the number of external projects
Existence of close relations and cooperation with organizations that support entrepreneurship such as KOSGEB	Studies on the education, employment and economic inclusion of disadvantaged people at the university
Giving importance to structuring and activities aimed at developing and strengthening the corporate culture	Increased awareness of program accreditation and the existence of accredited programs
Contributing to the socio-cultural life of Bartın province through scientific and social activities organized by the university	Existence and continuous improvement of trainings for the development of teaching competencies of academic staff
Increasing internationalization performance	Training activities for administrative human resources
"Specialization area" in associate, undergraduate and graduate programs of our university offering courses on "entrepreneurship", "innovation" and "technological development" and motivating students	Specialization of the university in the field of 'Smart Logistics and Integrated Regional Applications' within the scope of 'Regional Development Oriented Mission Differentiation and Specialization Project'

Weaknesses	
The campuses of our university are located in different places	Cooperation at sectoral level is not at the desired level
Interdisciplinary studies are not at the desired level at Bartın University	Lack of internal and external financial resources at the desired level to encourage entrepreneurship
Institutional failures and system inadequacies due to the newness of the university	Low number of patent, utility model and copyright registrations
Lack of application areas for applied programmes at the desired level	Financial support for scientific research is not at the desired level
Excessive number of students and course load per academic staff	Lack of units such as incubation centre and/or TEKNOPARK and/or TEKNOMER
In some units, physical spaces are not at the desired level	Inadequacies in technological infrastructure and deficiencies in information infrastructure
Lack of laboratory in some units	The number of incoming students and academic staff within the scope of internationalisation is not at the desired level
The number of administrative human resources and support staff is not at the desired level	Insufficient level of socio-cultural activities for students
The number of graduate programmes is not at the desired level	The need to improve graduate monitoring studies
Lack of sufficient number and quality of sports fields/facilities on university campuses	Insufficient level of relations with external stakeholders
Lack of support for academic and social organisations	Lack of R&D and innovation studies on entrepreneurship at the desired level
Inadequate Public-University-Industry (KUSI) co-operation	Unbalanced distribution of the number of faculty members among faculties
Limited number of guest houses and social facilities of the university	

Opportunities	Threats
Opportunity to develop existing collaborations with national and international universities	Frequent changes in legislation and its negative impact on institutionalisation
Potential to develop cooperation with universities in the region	The bureaucratic wheels of local and central government units operate slowly and prevent development
Potential for popularisation of distance education	Qualified students prefer bigger cities
Universities are orientated towards strong integration and cooperation with each other at national and international level	Failure of suppliers to provide good enough service in meeting the needs of the university
Public incentives for research and publications at universities	Undeveloped industry in Bartın province
Possibility of regional contribution by utilising renewable energy resources	Inadequate university-industry co-operation
The fact that the region has archaeological values that are still unexplored	Insufficient size of the market in Bartın
Increasing social awareness on environmental issues and tendency towards ecological settlements	Bartın is not located on a transit road
Having the opportunities to work on the environmental, cultural and archaeological values of the region	Possibility of a decrease in student quality due to the removal of the base point application in university preferences
Potential for new and joint projects between the university and public institutions and NGOs	Low recognition of Bartın province
Completion and development of Filyos Project	Increase in unemployment among young university graduates
Bartın province has rich sea, shipyard and harbour potential	Inadequacy of air, rail and sea transport in Bartın and its region
Increased possibility of co-operation with other higher education institutions thanks to the guidance of quality standards	The fact that the agriculture, industry, forest, tourism and logistics inventory potential of Bartın has not been sufficiently revealed
The university's studies on the sectoral potential of the shipbuilding and integrated industry, which has a rich history in the region, and its potential contribution to clustering	Slow progress in the infrastructure and economic development of Bartın province
Diversity of support for scientific projects from national and international organisations	Possible reduction of funds allocated to education
Bartın province and the region being open to development	Difficulties that may arise in achieving the set targets due to financial difficulties
Existence of an innovation centre within the organised industrial zone	Insufficiency of socio-cultural activities that will appeal to the young population in the province
Private sector representatives offer students the opportunity to do internships in the enterprises in the region	Costly laboratory/workshop installations or harmonisation with new technology
The aim of the Institutional Accreditation Programme is to bring higher education institutions to certain standards	
The young population's interest in and tendency to participate in socio-cultural activities is high	
The conveniences brought by technological developments within the framework of the university's field of activity	
Being able to act in line with the 'green campus' target due to the new physical structuring of the university	

## L. Determination and Determination of Needs

**Table 9:** Identifications and Needs Table

Situation Analysis Stages	Determinations/Problem Areas	Needs/Development Areas
Evaluation of the Implemented Strategic Plan (2019-2023)	<ul style="list-style-type: none"> <li>Insufficient increase in the number of graduate students</li> <li>The distance education process due to the pandemic process prevents the achievement of some performance indicators</li> </ul>	<ul style="list-style-type: none"> <li>Informing the staff of the organisation about the objectives, targets, performance indicators and activities to be carried out before the new plan is put into practice and at the beginning of each implementation year of the plan</li> <li>Determining realistic and achievable targets when setting targets and performance indicators</li> <li>Ensuring the active participation of units in the process of determining targets and performance indicators</li> </ul>
Legislation Analysis	<ul style="list-style-type: none"> <li>Some provisions of Law No. 2547 conflict with some articles of Bartın University Associate and Undergraduate Education and Examination Regulations.</li> </ul>	<ul style="list-style-type: none"> <li>It is necessary to make amendments to the 5th and 7th articles and the 4th paragraph of the 18th article of the Bartın University Associate and Undergraduate Education and Examination Regulation, and to reflect the first and third paragraphs of paragraph c) of Article 44 of Law No. 2547 to the regulation.</li> </ul>
Analysis of Top Policy Documents	<ul style="list-style-type: none"> <li>Following the top policy documents, especially the policies and measures determined by the Development Plan, Medium Term Plan and Presidential Programme</li> </ul>	<ul style="list-style-type: none"> <li>Determining the aims and objectives of our university in accordance with the top policy documents</li> <li>Within the scope of our specialisation area, the efficiency and quality of R&amp;D studies should be increased by improving the coordination and cooperation between the public sector, universities, private sector and industry.</li> </ul>
Programme-Subprogramme Analysis	<ul style="list-style-type: none"> <li>Our university has not reached the targeted level in the number of certificates given by the Continuing Education Centre (SEM) and Language Centre (DILMER) for vocational training.</li> </ul>	<ul style="list-style-type: none"> <li>It is thought that the number of certificates issued by the Continuing Education Centre (SEM) and the Language Centre (DILMER) for vocational training will reach the targeted level in the coming periods if the courses are held completely face-to-face and there is no disruption in education due to the pandemic.</li> </ul>
Stakeholder Analysis	<ul style="list-style-type: none"> <li>Improving co-operation with our internal and external stakeholders</li> <li>Inadequate communication with graduates</li> </ul>	<ul style="list-style-type: none"> <li>Regularly receiving the opinions and suggestions of the internal and external stakeholders of our university regarding our university and evaluating the relations with our stakeholders</li> <li>Interaction with alumni should be increased.</li> </ul>



Human Resources Competency Analysis	<ul style="list-style-type: none"> <li>• Due to the lack of sufficient staff in the units, the workload on the existing staff is high.</li> <li>• The number and quality of academic and administrative staff need to be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient number of staff should be given to our university.</li> <li>• Increasing the number of in-service trainings and announcing them to the staff</li> </ul>
Corporate Culture Analysis	<ul style="list-style-type: none"> <li>• *Continued development is required in terms of participation, cooperation, internal communication and openness to change.</li> <li>• Establishment of the RIMER System to increase stakeholder satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development of academic and administrative human resources should be encouraged and they should be enabled to share their knowledge, skills and experiences with each other.</li> <li>• Activities that will increase the sense of belonging and improve internal communication will be increased.</li> </ul>
Physical Resource Analysis	<ul style="list-style-type: none"> <li>• Failure to complete the construction of the Central Research Laboratory building</li> </ul>	<ul style="list-style-type: none"> <li>• The need for new physical resources for academic and administrative units must be met.</li> </ul>
Technology and Information Infrastructure Analysis	<ul style="list-style-type: none"> <li>• Insufficient number of technology-based classrooms</li> <li>• Lack of sufficient personnel to work in the field of informatics</li> <li>• The emergence of new needs of developing technology.</li> </ul>	<ul style="list-style-type: none"> <li>• In order to ensure that our university uses information technologies in the best way, it should be ensured that especially staff and students have faster access to information by following the new technologies.</li> <li>• In order to strengthen the technological and physical infrastructure, necessary improvements should be made according to the priorities determined in line with the budget possibilities.</li> </ul>
Financial Resources Analysis	<ul style="list-style-type: none"> <li>• Failure to include the required new education, research and social living areas and equipment in the investment programme and failure to obtain budget allocations</li> <li>• Unforeseen price increases in goods and service purchases</li> </ul>	<ul style="list-style-type: none"> <li>• Price updates of existing institutional projects should be made in line with real inflation.</li> <li>• Measures should be taken against unforeseen price increases and initiatives should be taken to increase budget allocations.</li> </ul>
Academic Activities Analysis	<ul style="list-style-type: none"> <li>• Low number of available teaching staff and excessive workload</li> <li>• Inadequacy of physical areas such as classrooms, offices, laboratories and Technopark area</li> <li>• Establishing a quality system in higher education and accreditation studies</li> </ul>	<ul style="list-style-type: none"> <li>• The level of accreditation should be increased.</li> <li>• Activities for the adoption of quality culture by all employees should be increased.</li> </ul>
Higher Education Sector Analysis	<ul style="list-style-type: none"> <li>• Opportunities provided to universities for specialised fields within the scope of the reform in the field of higher education</li> </ul>	<ul style="list-style-type: none"> <li>• It should produce projects that produce added value in the field of specialisation and support social development.</li> </ul>

# 4



## LOOKING TO THE FUTURE

- A. Mission
- B. Vision
- C. Core Values

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## 4. LOOKING TO THE FUTURE

### A. Mission

The mission of Bartın University is to take an active role in the development of the entrepreneurship and innovation ecosystem in its region, to educate qualified human resources that will contribute to science, culture, arts and sports at a universal level with a student-centred education approach.

### B. Vision

The vision of Bartın University is to be a leading university in the production of knowledge, technology and services to meet the needs of society with a focus on regional development.

### C. Core Values

Bartın University places the student at the centre of all educational activities and focuses on the following basic values:

- Respect for man and nature,
- Fairness,
- Tolerance,
- Commitment to ethical values,
- Participation,
- Transparency,
- Accountability,
- Entrepreneurship,
- Innovation,
- Social responsibility.

# 5

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## DIFFERENTIATION ON STRATEGY

- A. Location Preference
- B. Success Region Preference
- C. Value Presentation Preference
- D. Core Competence Preference

## 5. DIFFERENTIATION STRATEGY

In this section, the differentiation strategies formed in accordance with the mission, vision and core values of our university are explained below.

### A. Location Preference

BARU aims to be a qualified university in almost all of its research, education, enterprise and community service functions. Founded in 2008, our university has 9 faculties, 1 institute, 1 college, 3 vocational schools and approximately 18.000 students. Since BARU is the only university located in Bartın, it meets the higher education needs of the region while continuing to work towards becoming a university that produces projects addressing regional needs by integrating research, development, and technological innovation.

Within the scope of the Regional Development-Oriented Mission Differentiation and Specialisation Programme initiated by the Council of Higher Education (YÖK), universities are classified under two different categories as 'research universities', 'regional development-oriented universities and specialisation'. Within this framework, our university was entitled to specialise in the field of 'Smart Logistics and Integrated Regional Applications' in 2020. Our university, which focuses on 'Smart Production', 'Smart Shipment', 'Smart Energy', 'Smart Health', 'Smart Education' and 'Smart Environment' studies within the scope of 'Smart Industry', 'Smart Port' and 'Smart City' upper headings for the specialisation area, carries out 3 TÜBİTAK 1001 Projects, 1 BAKKA Project and 5 in-house Scientific Research Projects. In addition, 2 international patents, 2 International Cooperation Projects (for the 'Smart Cities' call for Qatar-Turkey cooperation), 1 European Union Project and 1 TÜBİTAK 1001 Project application have been made. Although it is aimed to increase the number of focus working groups over the years, it is also aimed to increase the number of focus working groups for specialisation;

- 1 Overseas Project in 2019,
- In 2020, 5 BAP Projects, 4 TÜBİTAK Projects, 2 Public Funded Projects, 4 International Projects, 2 Workshops, 12 Courses,
- In 2021, 2 Patents, 9 BAP Projects, 5 TÜBİTAK Projects, 3 Public Funded Projects, 2 International Projects, 13 Workshops, 32 Courses are being carried out.

R&D project market is traditionally organised every year in order to increase R&D activities and to spread the student-centred project culture in our university, which also attaches importance to the studies within the scope of the 'Filyos Port and Industrial Zone Project', which is among the most important commercial moves of our country.

There are 15 application and research centres serving within our university. In addition, studies have started for the establishment of 'Bartın University Smart Systems and Technologies Application and Research Centre' in the field of specialisation. It is seen that research and development activities come to the forefront in our university, which aims to achieve sustainable development with a student-centred approach in education in line with quality criteria at national and international level in the focus of regional development.

BARU's location in a historical, natural and touristic region, its proximity to metropolitan cities such as Ankara and Istanbul, the existence of various certificate trainings and courses provided by our University, its achievements in the field of Sports Sciences, the existence of application and research centres for different fields, the province's specialisation area, Positive developments such as continuing its efforts to transform BARU into a university that produces projects by determining the needs of the region and the country, providing a structural basis for the production of R&D ideas, becoming visible in national and international university rankings, and ranking high in certain fields have been effective factors in determining the location preference of BARU as a research-oriented university as well as educational activities.

## **B. Success Region Preference**

In addition to enhancing its research success, BARU has chosen to focus on education and entrepreneurship in its success region. There are 689 academic human resources at BARU; 1178 master's degree students with thesis, 270 master's degree students without thesis and 108 doctoral students in science, social and health fields are currently continuing their education. The Institute of Postgraduate Education aims to contribute to the regional economy and train qualified workforce by offering solutions to regional problems in the fields of smart industry, smart port, smart city and smart environment through studies to be carried out with internal and external stakeholders in the field of specialisation of our university.

Ranking 44th in the ranking of state universities based on the number of international publications published in 2018, BARU has become the fastest rising university in international publication ranking. According to the University Ranking By Academic Performance (URAP) 2021-22 World Ranking, BARU ranked 2,427th, 83rd among the universities ranked in Turkey, and 67th among 112 universities in the ranking based on article score.

According to the 2022 Scimago Ranking of Institutions (SIR), BARU ranked 556th among 4,364 universities ranked worldwide on 3 indicator groups: research performance, innovation inputs and social impact factors. Among the 8,084 research institutions (including universities and other R&D institutions/organisations) ranked worldwide, BARU ranked 719th. It ranked 374th in the evaluation made on the research performance indicator among higher education institutions, and 46th among 132 higher education institutions in Turkey that were eligible for evaluation. At the same time, BARU Faculty of Education ranked 13th in Turkey and 520th in the world in the SCImago 2022 'Education' subject area ranking, which includes 79 universities from Turkey and 1973 universities from the world.

In the evaluation made by the University Research Laboratory (ÜNIAR) regularly every year by taking into account 123 universities over nine activity types such as project, research, publication, design, exhibition, patent, citation, notification and award, BARÜ entered the top 50 in the general ranking in 2020. In the ranking of state universities established after 2006, it ranked 18th among 70 universities. In the ranking based on academic incentive performance, the Faculty of Forestry ranked first among all faculties in its field, and the Faculty of Engineering, Architecture and Design ranked fifth. According to the general ranking of the faculties of state universities, the Faculty of Science ranks 12th and the Faculty of Literature ranks 17th.

In defining the research priority areas, BARU's qualification for specialisation in the field of 'Smart Logistics and Integrated Regional Applications' in 2020 and proximity to the Filyos Port and Industrial Zone Project, one of Turkey's important commercial moves, have been decisive. BARU has started to develop its education processes, projects and academic staff for specialisation. This process, which enables the development of the region, differentiates BARU from other universities. In this direction, it is important to increase R&D activities and disseminate the project culture for the specialisation area. Faculty of Economics and Administrative Sciences and Faculty of Engineering, Architecture and Design are our priorities in terms of academic units.

It is important to continue the development activities aimed at increasing the quality of education in the region with new research and development studies carried out within the Faculty of Engineering, Architecture and Design. In this direction, efforts will continue to transfer the knowledge and experience of the Faculty to external stakeholders by cooperating with schools, private sector and public institutions in the region, and qualified manpower will continue to be trained with the 7 + 1 workplace education model. One of our primary goals is to increase practical training in engineering education and to make university-industry cooperation workable. At the same time, the Faculty assumes the role of one of the focal faculties in terms of the specialisation of our university, which is entitled to specialise in the field of 'Smart Logistics and Integrated Regional Applications', and the activities carried out in this field. In this context, the priority of the Faculty is to increase the quality of education and research in a sustainable way, to contribute to the realisation of the university's mission in the field of specialisation and to support regional development.

It would be appropriate to emphasise 'entrepreneurship' in general and 'technology entrepreneurship' activities in particular in the Faculty of Economics and Administrative Sciences. As stated in the 'Presidential Circular on the National Technology Entrepreneurship Strategy' published in the Official Gazette dated 2022, innovative, high value-added technological initiatives have become the pioneer of the economic and social value generation process with their rapid growth potential and capacity to open to the global market. In this direction, the education and training activities for entrepreneurship carried out within the Faculty and the activities for the development of technological entrepreneurship by supporting the innovative activities of the departments at the university and other stakeholders in the region are among our regional preference for success.

Bartın Faculty of Forestry, which has a history of more than a quarter of a century, is among the Forestry Faculties with the strongest academic staff and physical conditions in the region. Although the Faculty determines its location preference as education and research oriented, it also carries out activities in the field of entrepreneurship. The MÜDEK accreditation application process of the faculty departments continues rapidly. The priority of Bartın Faculty of Forestry is to increase quality education and research, to be among the accredited

departments and to increase the preferability of Bartın Faculty of Forestry in a sustainable way.

It is among our priorities that the Faculty of Science contributes to the development of qualified manpower of the region with its research-based studies. Thanks to the existing research laboratories, it provides teaching staff and students with the opportunity to conduct research. Improving the research infrastructure of our university is one of our priorities and research and education laboratories will continue to be enriched in terms of machinery, equipment and materials.

In addition to being research-oriented, BARU's education-oriented position also comes to the fore. In this context, when the current education units of the university are examined; it is seen that it provides undergraduate education in the fields of science and engineering, social and human sciences, educational sciences and teacher training, Islamic sciences, health sciences, sports sciences, vocational education. In addition to double major and minor programmes, students are encouraged to take elective courses outside the programme throughout their educational. This diversity allows students to improve their knowledge and skills by providing the opportunity to take courses carried out in different education programmes. The same diversity and richness facilitates academicians to collaborate closely and carry out interdisciplinary joint studies.

The Faculty of Education will continue its development activities to improve the quality of education in the region with an approach based on continuous improvement, entrepreneurship and sustainability in a participatory environment worthy of human dignity, and will carry out interdisciplinary research and development studies in line with the aim of becoming a pioneering and respected faculty in its field at national and international level by directing its education-research activities at universal standards. With its student-centred education approach, it will continue to educate individuals who are entrepreneurial, qualified and able to carry out effective applications for social problems. Special education and preschool education are among our priority areas and academic human resources will be increased in these fields. International collaborations will be strengthened and the national and international recognition of the faculty will be increased through international projects, activities and reciprocal student / staff mobility.

The Faculty of Letters, with its research and education-oriented position, is among our preferences in the success region in terms of strengthening the researcher aspect of the university with its theoretical and applied studies and contributing to the concrete and solution-oriented learning of students about the subjects related to their fields. In this direction, our priorities are to increase studies in the fields of archaeology, philosophy, history, linguistics, sociology, literature, culture and education. Interdisciplinary studies and collaborations will also be developed. By contributing to the development of the region in social, cultural, historical and humanitarian fields, we will continue to carry out activities to solve the problems of the Western Black Sea Region and the people of the region.

Maintaining the activities aimed at increasing the awareness of the region in health and other fields with education-oriented studies for research and development planned within the Faculty of Health Sciences is among our preferences for the success region.

Faculty of Health Sciences is one of the most advantageous units in demand with its 100% occupancy rate and ease of employment after graduation and has 10 departments. With its high standards of laboratory, infrastructure resources and application areas, our faculty provides the region and the country with the training of qualified human resources needed in the public-private sector. It will be a pioneer in raising scientific and researcher professionals for the region and our country with postgraduate education. It contributes to the researcher identity of the university with practical trainings and projects to be carried out in cooperation with our external stakeholders in the region. It provides interdisciplinary study opportunities with various fields of science and contributes to smart health, smart education and smart environment studies for the specialisation area of our university.

The Faculty of Sport Sciences aims to be strengthened in terms of infrastructure both for the training of qualified teacher candidates and for the training of intermediate staff needed by the region and the sector. For this reason, the areas where our students can transfer the theoretical and practical knowledge they have seen in their departments in schools affiliated to the Ministry of National Education with the school experience (1 + 4) and teaching practice (2 + 6) system before they are put into working life is an application that we prioritise in terms of our students receiving more qualified education and carrying it to their professional lives.

The socio-cultural studies carried out by the Faculty of Islamic Sciences are important both in terms of contributing to the researcher aspect of the university and contributing to the students' concrete and problem-based learning of the subjects related to their fields.

In vocational schools, it is one of our priorities to aim to train qualified manpower for professions and to strengthen the infrastructure for this. In this context, all departments in Ulus Vocational School and some departments in Bartın Vocational School have 3+1 Workplace Practice Education model. At the same time, the diversity of departments in vocational schools is effective both in improving the knowledge and skills of students and in the close cooperation of academicians to carry out interdisciplinary joint studies. This diversity contributes to the utilisation of regional resources and potentials and the solution of social problems.

In addition to being research and education oriented, BARU also cares about entrepreneurship. Sustainable increase of students' entrepreneurship activities for research is encouraged and trainings are provided on this subject. In this context; Within the scope of TÜBİTAK 2209-B University Students Research Projects Support Programme for Industry, it ranked seventh among 55 universities in 2020 according to the number of projects accepted. In the same year, it ranked third in Turkey with 52 projects accepted under the TÜBİTAK 2209-A University Students Research Projects Support Programme. In addition, BARU ranked second in Turkey among universities in the field of 'Retail and E-commerce' in 2020.

The education-oriented location preference of the university carries opportunities not only for its own students but also for other stakeholders. Bartın Children's University was established in 2022 and started its activities with 15 different activities. In order to contribute to the future of our country and to increase the quality of education and research for the region, the activities of 15 different application and research centres will continue to be supported, and the establishment of the 'Bartın University Smart Systems and Technologies Application and Research Centre' in the field of specialisation will be accelerated.

### C. Value Presentation Preference

BARU will conduct research in the areas needed by the region and increase employment in the region, and education programmes will be designed according to the needs of stakeholders and the priorities of the region/country in associate, undergraduate and graduate programmes during the plan period. In addition, postgraduate thesis studies and scientific research will be oriented towards the areas needed by the region. Education options such as non-thesis master's degree, distance education programmes and Continuing Education Centre courses will also be diversified and developed.

Our university adopts an understanding to increase all the values it harbours. In addition, it is planned to increase the social areas that will enable students to carry out social, cultural and sportive activities. In the development process, our University will increase its cooperation with all stakeholders in order to create its corporate identity and ensure its recognition. Positioned in the research area, our University prioritises its services in the areas defined within the success zone. It is planned to increase the number of postgraduate and interdisciplinary programmes in different disciplines and interdisciplinary graduate programmes, associate degree and undergraduate programmes for the priority areas in the Development Plan, and programmes for the areas where qualified labour force is needed in line with the development plans of the region.

The needs of the regional sector will be determined in line with the preferences that emerge as a result of the collaborations to be established. It is planned to enable faculty members to devote more time to research and development activities. Our university aims to be a research university that aims to take its place among the leading universities first in our country and then in the world and draws its strength from qualified, applied education and training. In all fields of activity, without compromising quality and ethical values under all circumstances, it aims to maintain its position differentiated from other universities that have positioned themselves in the same way with a higher education philosophy that is libertarian, respectful to differences, against all kinds of discrimination, and committed to national moral values. Our university will try to diversify its research and development activities in order to contribute to the region in the field of 'Smart Logistics Systems and Integrated Regional Applications', which is the area of specialisation. In the field of education and training, which is another important field of activity, it will aim to train human resources for the specialisation area.

In this context, our main priorities are to maintain excellence in education and research, to ensure the preferability of qualified national and international academic staff and students. To make our students adopt ethical values, to develop their sensitivity to social responsibility and global problems while increasing their knowledge, manners, and skills, and to ensure that they become individuals who will make a difference in society by achieving success at international standards in the professions they will acquire by nurturing their entrepreneurial/innovative aspects. We aim to keep our academic staff active in the international arena, support them in producing academic and scientific works that will make a significant impact, and encourage them to conduct pioneering research and interdisciplinary studies.

We will create mechanisms to ensure that the results of scientific research can be transformed into social benefits and ensure the continuous sharing of knowledge produced through our faculty members, students, and graduates with society.

**Table 10:** Value Presentation Determination Table

Factors	Preferences			
	Destroy	Reduce	Increase	Innovate
Corporate Culture, Corporate Identity and Branding			✓	✓
Social Facilities			✓	✓
Supports (Scholarships etc.)			✓	
Number of Associate and Undergraduate Students		✓		
Number of Graduate Students			✓	
Human Resources			✓	
Financial Opportunities			✓	
Student Exchange Programmes Activities			✓	
Entrepreneurship/Innovation Activities			✓	
Cultural and Sportive Activities			✓	
Community Contribution Services			✓	
Lifelong Learning Activities			✓	
Digital Transformation Activities				✓
Regional Development Activities			✓	
Sustainable and Climate Friendly, Barrier-Free and Green Campus Activities			✓	
Zero Waste and Energy Efficiency Activities			✓	
Scientific Activities			✓	
Scientific Activities for Specialisation Area			✓	
Public-Industry-University Collaborations			✓	
R&D, Scientific Publication and Innovation Collaborations with Universities			✓	
UYGAR Centres			✓	
Internationalisation Activities			✓	
Postgraduate Education Opportunities				✓
Multidisciplinary and Interdisciplinary Studies			✓	
Student Centred Education			✓	
Distance Education			✓	
Education Methods				✓
Education Programmes				✓
Measurement and Evaluation Activities				✓
Programmes for Specialisation			✓	
Programme Diversity			✓	
Practical Training/Internship Opportunities				✓
Transparency and Accountability			✓	
Quality			✓	



Image 10: Specialised University Document

Bartın University (BARU) has been continuing its education, training, research and entrepreneurship activities effectively since its establishment. In this context, the establishment of academic units and research centres targeted in the last plan period has been completed and each unit carries out qualified activities in its field.

Our University, which is competent in many fields and shows an increasing momentum in a short period of time, is also recognised at the top ranks by national and international rating agencies;

- ✓ In Webometrics, where higher education institutions in the world are evaluated on visibility, openness and excellence indicators, it has surpassed 4,365 universities in 6 years since 2017.
- ✓ In the "Higher Education Report Card" published by the Council of Higher Education (YÖK) in 2020, where evaluations were made in 45 indicators in 4 basic areas, it stood out in the fields of scientific production, internationalisation and quality, and ranked in the top 5 in Turkey in social responsibility projects. Our university has also managed to rank high among the specialised higher education institutions in the evaluations made.
- ✓ Within the scope of the Regional Development-Oriented Mission Differentiation and Specialisation Programme initiated by the Council of Higher Education (YÖK), our University was entitled to specialise in the field of "Smart Logistics and Integrated Regional Applications" in 2020.
- ✓ In the 2020 evaluation of the University Research Laboratory (UNIAR) regarding different fields of activity such as projects, research, publications, designs, exhibitions, patents, citations, notifications and awards, BARU ranked in the top 50 among 123 universities. Our university ranked 18th among 70 universities in the ranking of state universities established after 2006.
- ✓ In this context, in 2020, our University, which cares about entrepreneurship as well as being research and education oriented, ranked third in Turkey with 52 projects accepted within the scope of TÜBİTAK 2209-A University Students Research Projects Support Programme and seventh in terms of the number of projects accepted among 55 universities within the scope of TÜBİTAK 2209-B University Students Research Projects Support Programme for Industry. In addition, BARU ranked second in Turkey among universities in the field of "Retail and E-commerce".
- ✓ In the Green Metric (Green Metric) ranking, which evaluates higher education institutions in the fields of environmental awareness and sustainability, in 2021, it ranked as the 10th best green campus in Turkey among 71 universities from our country and the 189th green campus in the world among 956 universities worldwide.
- ✓ Times Higher Education (THE), a London-based higher education assessment organisation, publishes the Impact Ranking list every year.

THE Impact assesses universities based on their social, economic and environmental practices to realise the UN Sustainable Development Goals. This ranking offers a brand new approach that previous international rankings have not had so far, and emphasises the social values produced by universities through research and education activities. Our university successfully entered the THE Impact Ranking list, one of the world's most respected ranking organisations, in the 26th place among 58 universities from Turkey in 2022. BARU was also included in the list among 1,525 universities from 110 different countries around the world and in the evaluation made on 5 of the 17 sustainable development goals;

- 101+ in the "Target 12: Conscious Production and Consumption" category,
- 301+ in the category "Goal 13: Climate Action",
- 401+ in the "Goal 11: Sustainable Cities and Communities" category,
- 801+ in the category "Goal 3: Healthy and Quality Life"
- It was ranked in the 1001+ band in the category of "Objective 17: Partnerships for the Goals".

✓ In the SCImago Institutions Ranking (SIR) conducted in 2022 based on research performance, innovation inputs and social impact factors, the university ranked 556th among 4,364 universities worldwide and 46th among 132 higher education institutions eligible for evaluation in Turkey.

✓ It has carried out and continues to carry out important studies in the field of combating climate change with all its components. Our university is among the top 10 universities where "Sustainable and Climate Friendly Campus" practices will be implemented within the scope of the protocol signed between the Ministry of Environment, Urbanisation and Climate Change, the Ministry of Energy and Natural Resources and the Council of Higher Education in 2022.

In our university, interdisciplinary studies in the fields of research, education, training and entrepreneurship are provided with the coexistence of many different disciplines such as science, social and health. As a university that plans to increase its activities in this scope in a sustainable way, BARU;

✓ There are 689 academic and 469 administrative human resources who are young, dynamic, success-oriented, modern, and student-centred, willing to conduct and develop their research skills, capable of working in cooperation with different disciplines and their own, and professionally competent.

✓ With its qualified human resources and appropriate infrastructure, education and training services are provided that put the student at the centre, support education with rich learning, methods and environments, and enable students to grow versatile.

✓ Students come from 81 provinces of Turkey and 68 different countries.

✓ Efforts are made to ensure that all open and closed spaces of the university campus are accessible and accessible for all individuals,

where students with special needs are not left behind. Studies are carried out to identify the problems experienced by individuals with special needs receiving education, to develop solution proposals and to put them into practice as soon as possible. Our university has certificates supporting its achievements within the scope of Barrier-Free University Awards.

✓ Lifelong learning activities are carried out from early childhood in line with competences. Academic units, Application and Research (UYGAR) Centres and Project and Technology Office make protocols with various institutions and provide education and training services needed by all stakeholders, including disadvantaged groups in society, and organise social and academic activities. In this context, our university continues to serve the society by producing scientific publications and to provide qualified education by increasing the widespread impact of its services.

✓ There is a healthy communication between our students, instructors and administrators. The communication between the instructors and students is maintained through the directives issued, as well as through social communication based on mutual trust and respect.

✓ Counselling activities are secured by directives and widespread and effective counselling services continue to be provided to our students by academic staff.

✓ Students are allowed to take courses from different departments other than the department in which they are enrolled. In order to develop students' specialised knowledge and skills, opportunities are provided for students to take elective courses outside the department, to take minor and double major courses.

✓ It is a pioneer in student projects and encourages entrepreneurial students. As a result of the qualified education provided by our university, it contributes to the national economy by raising competent individuals who will serve economic growth and development. Career Planning UYGAR Centre provides career development trainings for students and graduates, provides information and guidance on the sector area, and supports employment by ensuring that students meet with sector representatives.

✓ It aims to contribute to the economic growth of the region and the country with projects, scientific studies and courses supported by organisations in the field of "Smart Logistics and Integrated Regional Applications". There are academic and administrative human resources within our university that are willing to work in the field of specialisation and add value to the development of the region.

✓ The R&D Project Market, which is one of the most important thematic science organisations of the region,

has been held regularly and with high participation for the last five years. The facilities of Bartın University Central Research Laboratory are being developed and the service quality is improved by regularly monitoring the maintenance and repair of existing systems.

✓ Trainings to increase the research competences of academic human resources and scientific activities (projects, publications, congresses, symposiums, etc.) are continuously supported and encouraged.

✓ With the growth of academic units, the number of scientific publications and academic incentives also increases. Thus, the visibility of our university in the world and Turkey rankings and Academic Performance Incentive rankings increases and our university rises to the forefront.

✓ There are 15 UYGAR Centres working in different fields, providing services to their own students and stakeholders. Certified training and courses are conducted through these centres.

✓ Unit quality systems work effectively in planning, implementing, controlling and taking necessary measures for the processes and services related to education, R&D, social contribution, leadership, management and quality. With the participation of internal and external stakeholders, the continuity of the quality assurance system of our University is aimed.

✓ The courses are taught by lecturers in classrooms renovated in line with modern facilities, in accordance with career fields, in a way that is based on student satisfaction and meticulously.

✓ Activities to improve the infrastructure are also carried out by the Department of Information Technologies and Department. Internet speed has been increased for access to online resources at our university, and the necessary sound system and camera installations for hybrid classrooms have been made in the classrooms determined in the campuses.

✓ A peaceful and safe educational environment is offered to our students by respecting their beliefs and values.

✓ Our university has departments and academic units that have completed their accreditation studies and are accredited, and are committed to internationalisation activities.

✓ A systematic and sustainable process is carried out on hygiene with many social and academic activities (scientific studies, social responsibility projects, internship opportunities, etc.). As a result of these studies, our university has become the first state university in our country to receive the "Safe Campus Certificate in the Context of Global Epidemic". BARU provides workforce support to the health service sector both in the education and training process and with its qualified graduates.

Our university, whose local, national and international collaborations are increasing day by day within the scope of its development, aims to continue its existing collaborations with health institutions by increasing the number of students who will graduate from the departments that serve this goal and contributing to the goal with new departments.

✓ In order to advance the equality of women and men in society, studies to create the "Equal Opportunities for Women and Men Plan" have been initiated and it is planned to be implemented as of 2023. Women and Family Studies UYGAR Centre, Psychological Counselling and Guidance UYGAR Centre, Faculty of Health Sciences and Vocational School of Health Services regularly organise activities on equal opportunities for women and men, carry out projects and research, and raise awareness among all stakeholders on the subject.

✓ Within the scope of responsible production and consumption activities, various scientific publications and projects are produced and waste management that serves recycling is at the forefront in all units of our University. There are waste water wells within the campus of our University, which has the Hygiene and Sanitation Management System Certificate and Zero Waste Management System certificate, and landscape irrigation is provided from here. In addition, with the clean water treatment system installed in the dining hall, the water coming from the well is purified and analysed to make it drinkable and efficient use of water is ensured.

✓ Importance is given to the protection of living spaces. Green and wetlands within the borders of our university are protected and these areas are not used for construction. In addition, plants and trees are planted regularly.

✓ As a reflection of the great importance attached to energy efficiency, academic, administrative and technical staff and students have a high awareness of the sensitivity of energy efficiency. Under the leadership of the Renewable Energy UYGAR Centre, projects have been carried out in the fields of renewable energy and energy efficiency and similar projects continue to be carried out. In addition to the buildings with Energy Identity Certificate, Smart Energy Laboratory has also been established in our university.

✓ All buildings belonging to our university are opened to public use, enabling more people to benefit from our facilities.

✓ Within the scope of the zero waste project, efforts are being made to reduce food waste and ensure the use of biodegradable wastes within the scope of sustainable agriculture.

✓ Bartın University, which is among the first 10 universities where "Sustainable and Climate Friendly Campus" practices will be implemented, focuses on low-carbon energy use, energy efficiency and environmentally friendly green campus creation in order to cope with the consequences of climate change at the global level.

✓ It carries out partnerships with many countries within the scope of different national and international projects. In addition, our university has been paired with two different universities within the scope of "YÖK Anatolia Project".

✓ The fact that Bartın University is located in a historical, natural and touristic region, its proximity to metropolitan cities such as Ankara and Istanbul, and the fact that Bartın University is intertwined with nature are among the main competencies that increase the preferability of Bartın University.

To develop the competence areas of our university listed above and to continuously improve its existing resources and capabilities;

- In order to increase the quality of educational activities at the university, to bring qualified academic and administrative human resources to its staff,
- Increasing the number of student academic and staff human resources benefiting from exchange programmes,
- Opening graduate programmes by eliminating the shortage of faculty members,
- Opening interdisciplinary graduate programmes and conducting scientific studies in this direction,
- Increasing the number and quality of laboratories and workshops that support applied education,
- The study rooms and classrooms in the service buildings are equipped with modern equipment,
- Determination to increase the number and quality of scientific research and publications,
- Being determined to rise to the forefront in every field in the ranking of universities in the world and Turkey,
- Faculty members are open to national and international changes and developments and have the potential to follow innovations,
- High work dynamism of administrative human resources,
- Encouraging the participation of human resources in activities such as training, courses and congresses,
- New technological resources and high quality of informatics services,
- Increasing the economic contribution of the university to the city, creating awareness and increasing the number of activities that will integrate the university and the city,

- Ensuring public-university-industry cooperation with national and international universities,
- Increasing graduate monitoring studies,
- Increasing the quality of counselling services provided in a widespread and effective manner,
- Providing support for the effective operation of student clubs,
- Increasing socio-cultural activities that will increase students' sense of belonging to the university,
- Focusing on promotional activities related to departments, programmes and research centres that will increase the visibility of the University,
- Continuation of energy efficiency studies by encouraging orientation towards renewable energy sources,
- Continuing regular planting of plants and trees,
- Continuing to support the activities of UYGAR centres,
- Accelerating the establishment of the "Bartın University Smart Systems and Technologies Application and Research Centre" in the field of specialisation,
- Increasing cooperation with national and international official institutions, private sector and non-governmental organisations (NGOs) in order to prepare the ground for a multidisciplinary working environment by increasing experience and equipment,
- Continuation of activities to increase institutional belonging (university logo on vehicles, creation of a standard slide background to be used in internal and external academic presentations and certificates of appreciation and participation, encouragement of its use, alumni card application, etc.),
- Ensuring the continuity of the reward system for academic and administrative human resources (such as special discounts for university personnel through corporate agreements),
- It is aimed to continue to carry out training of trainers activities in a sustainable manner every year and to increase the number of human resources participating in the trainings.

# 6

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## STRATEGY DEVELOPMENT

- A. Aims and Objectives
- B. Units Responsible for the Targets and Units to be Co-operated with
- C. Target Cards
- D. Target Risks and Control Activities
- E. Costing

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## 6. STRATEGY DEVELOPMENT

### A. Aims and Objectives

While preparing this section, the information and findings obtained in the Situation Analysis, Future Outlook and Differentiation Strategy and the goals, objectives, performance indicators and strategies determined in the strategic plans of previous periods were used. After the goals and objectives were determined, care was taken to select measurable, meaningful and traceable performance indicators for the University based on the experiences gained in previous periods. 5 objectives and 25 targets under these objectives were determined. In order to monitor the realisation of the objectives, 111 performance indicators, strategies and risks related to them were identified and target cards were created.

## **A1. Raising Competitive Individuals with a Student-Centred Education Approach Prioritising Quality**

- H.1.1. To strengthen the physical and academic infrastructure of our university for education and training activities.
- H.1.2. To improve the education and training programmes of our university in international standards.
- H.1.3. To strengthen interdisciplinary / multidisciplinary education and training required by the age.
- H.1.4. To improve encouragement, guidance and counselling services for students.
- H.1.5. To increase the accessibility of disadvantaged students to educational spaces and their participation in socio-cultural activities.

## **A2. Contributing to the Production of Qualified Information and Technology by Spreading R&D and Project Culture to the Grassroots**

- H.2.1. To increase the access of the university research ecosystem to up-to-date information resources.
- H.2.2. To increase the number of scientific research projects carried out at our university.
- H.2.3. To improve the research performance of the academic human resources of our university.
- H.2.4. To increase the quality and quantity of graduate programmes.
- H.2.5. To increase the number and quality of scientific articles addressed to the university.

## **A3. Generating Social Benefit through Activities for Sustainable Development Goals**

- H.3.1. To increase the number of scientific activities developed through national and international collaborations.
- H.3.2. To increase entrepreneurial and innovative activities.
- H.3.3. To increase activities based on contribution to society.
- H.3.4. To support activities that will contribute to the personal and social development of students.
- H.3.5. To create a sustainable, energy efficient and climate friendly campus.

## **A4. Taking an active role in regional development by supporting entrepreneurship through collaborative practices**

- H.4.1. To increase the number of scientific activities in the specialisation area of our university.
- H.4.2. To increase the number of projects/patents/utility models/industrial designs in the field of specialisation.
- H.4.3. To increase the number of scientific activities in the field of specialisation.
- H.4.4. To increase the number of programmes and courses in the field of specialisation.
- H.4.5. To increase interaction for regional development in the field of specialisation.

## **A5. Developing the Corporate Culture and Sense of Belonging with a Participatory Management Approach**

- H.5.1. It continues to provide institutional assistance to academic and administrative human policy.
- H.5.2. It enables internal and external components to make decisions more effectively.
- H.5.3. Increasing internationalization.
- H.5.4. The university's place in national and international rankings is determined.
- H.5.5. To spread the culture of quality.

## B. Units Responsible for the Targets and Units to Cooperate with

**Table 11:** Table of Responsible and Cooperating Units

Targets	All Departments	Academic Units	Administrative Units	Institute of Postgraduate Education	Research Centres	General Secretariat	Department of Information Processing	Personnel Department	IMID	Student Affairs Department	Library Documentation Department	Department of Health, Culture and Sports	Strategy Development Department	Department of Building Works	Project and Technology Office General Coordinatorship	Communication Coordination Unit	Quality Coordination Unit	BÜNSEM	Disabled Student Unit Coordinatorship	Career Planning	Foreign Relations Coordination Unit	Social Responsibility Project Coordination
Target 1.1.		I*						I*	I*	S*			I*	I*			I*					
Target 1.2.		I								I							S					
Target1.3.		I								S										I		
Target 1.4.		I		I	I			I									S		I			
Target 1.5.		I				I	I	I		I	I			I					S			
Target 2.1.		I			I						I		S		I							
Target 2.2.		I			I	I									S							
Target 2.3.		I						I		I		I			S							
Target2.4.		I		S							I											
Target2.5.		I									S											
Target 3.1.		I			I						I		I		S							
Target 3.2.		I										I	I		S							
Target 3.3.		I			I								I				I					S
Target 3.4.		I								I		S				I						I
Target 3.5.	I					S																
Target 4.1.		I						I			I		I		S							
Target 4.2.		I													S							
Target 4.3.		I										I			S		I					
Target 4.4.		I								I					S							
Target 4.5.		I			I	I									S							
Target 5.1.							I	S									I	I				
Target 5.2.	I					S																
Target 5.3.	I																				S	
Target 5.4.						I	I				S											
Target 5.5.	I					S																

S\*: Responsible Unit

I\*: Collaboration Unit

## C. Target Cards

Purpose (A1)	Raising Competitive Individuals with a Student-Centred Education Approach Prioritising Quality								
Target (H1.1)	Strengthening the Physical and Academic Infrastructure of the University for Education and Training Activities								
Programme/Subprogramme Name to which the Objective is Related	Higher Education/Associate Degree Education, Undergraduate Education and Postgraduate Education								
Sub-Programme Objective to which the Objective is Related	Training Graduates with Vocational Qualifications and Open to Development								
Performance Indicators	Impact on Target (%)	Initial Value for the Plan Period	2024	2025	2026	2027	2028	Monitoring Frequency	Reporting Frequency
<b>PG1.1.1.</b> Total size of educational spaces (classrooms, laboratories, workshops, research areas, etc.)(m2) *	25	67.960	68.500	70.000	85.000	86.000	87.000	6 months	1 year
<b>PG1.1.2.</b> Number of students per academic staff	20	54	53	52	50	48	46	6 months	1 year
<b>PG1.1.3.</b> Number of students per academic staff	10	27	26	24	22	20	18	6 months	1 year
<b>PG1.1.4.</b> Number of classrooms supported by technological systems (smart)*	20	63	64	66	68	70	72	6 months	1 year
<b>PG1.1.5.</b> Number of academic human resources receiving training to improve teaching competence within the scope of training of trainers programme*	25	873	890	910	930	950	970	6 months	1 year
Responsible Unit	<ul style="list-style-type: none"> <li>Student Affairs Department,</li> </ul>								
Units to Cooperate	<ul style="list-style-type: none"> <li>Academic Units</li> <li>Personnel Department</li> <li>Department of Administrative and Financial Affairs</li> <li>Strategy Development Department</li> <li>Department of Construction and Technical Affairs</li> <li>Quality Coordination Unit</li> </ul>								
Risks	<ul style="list-style-type: none"> <li>Failure to meet human resources, physical infrastructure and equipment requirements</li> <li>The number of approved quotas is higher than requested</li> <li>Budget constraints</li> </ul>								
Strategies	<ul style="list-style-type: none"> <li>The number of quotas requested will be submitted to YÖK with justification.</li> <li>Budget planning and requests will be made by taking performance indicators into consideration.</li> <li>The number of teaching staff will be increased.</li> <li>A unit will be established to organise training of trainers.</li> </ul>								
Cost Estimate	<ul style="list-style-type: none"> <li><b>956.468.000 ₺</b></li> </ul>								
Findings	<ul style="list-style-type: none"> <li>The number of students per lecturer is high.</li> <li>Physical spaces and hardware infrastructure for education are inadequate.</li> <li>There is a need for training to improve the teaching competence of academic staff.</li> </ul>								
Needs	<ul style="list-style-type: none"> <li>Human resources should be increased.</li> <li>Classroom and laboratory infrastructure should be improved.</li> <li>Education equipment should be updated depending on the changing technology.</li> <li>Trainings should be carried out to improve the teaching competence of academic human resources.</li> </ul>								

\*Performance Indicator is calculated cumulatively.

<b>Purpose (A1)</b>	<b>Raising Competitive Individuals with a Student-Centred Education Approach Prioritising Quality</b>								
<b>Target (H1.2)</b>	<b>Improving the Education and Training Programmes of our University in International Standards</b>								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	<b>Higher Education/Associate Degree Education, Undergraduate Education and Postgraduate Education</b>								
<b>Sub-Programme Objective to which the Objective is Related</b>	<b>Training Graduates with Vocational Qualifications and Open to Development</b>								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>PG1.2.1.</b> General occupancy rate of undergraduate / associate degree programmes	20	98,4	98,4	98,5	98,5	98,6	98,6	6 months	1 year
<b>PG1.2.2.</b> Number of accredited programmes	25	8	18	22	25	27	30	6 months	1 year
<b>PG1.2.3.</b> Number of programmes updated in line with community expectations and stakeholder suggestions	25	35	37	39	41	43	45	6 months	1 year
<b>PG1.2.4.</b> Number of self-assessed programmes	15	4	4	5	6	7	8	6 months	1 year
<b>PG1.2.5.</b> Number of peer reviewed programmes	15	0	1	2	4	6	8	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>Quality Coordination Unit</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>Academic Units</li> <li>Student Affairs Department</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>Variation in occupancy rates according to student preferences</li> <li>Frequent updating of assessment criteria by accreditation bodies</li> <li>Budget constraints</li> <li>The problematic of cooperation in the peer review process</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>University promotion activities will be organised to increase the occupancy rates of the programmes.</li> <li>Programmes and lesson plans will be updated and improved.</li> <li>Training, guidance and financial support will be provided by encouraging human resources to increase the number of accredited programmes.</li> </ul>								
<b>Cost Estimate</b>	<ul style="list-style-type: none"> <li>1.881.000.000 ₺</li> </ul>								
<b>Findings</b>	<ul style="list-style-type: none"> <li>Occupancy rates vary in units according to student preferences.</li> <li>The number of accredited programmes is not yet at the desired level.</li> <li>The number of self-assessed programmes is not yet at the desired level.</li> <li>The number of programmes undergoing peer assessment is not yet at the desired level.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>Units and personnel should be encouraged, training and support should be provided for accreditation.</li> <li>Trainings on self-evaluation and peer evaluation should be provided.</li> <li>University promotion events should be organised.</li> <li>Effective use of institutional social media accounts should be ensured.</li> <li>Student clubs and student councils should be motivated to play an active role in unit and/or institutional promotions.</li> </ul>								

<b>Purpose (A1)</b>	<b>Raising Competitive Individuals with a Student-Centred Education Approach Prioritising Quality</b>								
<b>Target (H1.3)</b>	<b>Strengthening Interdisciplinary / Multidisciplinary Education and Training Required by the Age</b>								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	<b>Higher Education/Associate Degree Education, Undergraduate Education and Postgraduate Education</b>								
<b>Sub-Programme Objective to which the Objective is Related</b>	<b>Training Graduates with Vocational Qualifications and Open to Development</b>								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>PG1.3.1.</b> Number of students enrolled in minor programmes	25	126	130	140	150	160	170	6 months	1 year
<b>PG1.3.2.</b> Number of students enrolled in double major programmes	25	258	270	285	300	315	330	6 months	1 year
<b>PG1.3.3.</b> Number of students graduated from double major programmes*	25	114	130	150	170	190	210	6 months	1 year
<b>PG1.3.4.</b> The average ratio of elective courses that students can take from programmes other than the programme they are enrolled in	25	10	10,25	10,50	11,00	11,50	12,00	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>Student Affairs Department</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>Academic Units</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>Lack of balanced distribution in students' Double Major / Minor programme preferences.</li> <li>Failure to ensure the compatibility of non-departmental elective courses with the programme outcomes of the department.</li> <li>Students prefer the courses in the campus where they are located in their non-departmental elective course preferences.</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Cooperation between departments for Double Major / Minor programmes will be increased.</li> <li>Information on the compatibility of programmes that can take elective courses outside the department and programme outcomes will be added to the course opening file.</li> <li>Qualitative improvements will be made in course information packages.</li> <li>Students studying at different campuses will have easy access to non-departmental elective courses.</li> <li>Collaborations will continue for improvements in the Information Management System.</li> </ul>								
<b>Cost Estimate</b>	<b>44.000.000 ₺</b>								
<b>Findings</b>	<ul style="list-style-type: none"> <li>There is a differentiation between the number of students who double major / minor and the number of graduates.</li> <li>The compatibility of non-departmental elective courses with departmental programme outcomes has not been evaluated.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>Offering non-departmental elective courses online should be encouraged.</li> <li>The level of satisfaction of students who double major/minor programmes should be determined.</li> <li>Improvements should be made regarding Double Major / Minor programmes.</li> <li>Alumni Relations Office should be established and alumni follow-up, communication and interaction should be increased.</li> </ul>								

\*Performance Indicator is calculated cumulatively.

<b>Purpose (A1)</b>	<b>Raising Competitive Individuals with a Student-Centred Education Approach Prioritising Quality</b>								
<b>Target (H1.4)</b>	<b>Improving Incentive, Guidance and Counselling Services for Students</b>								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	<b>Higher Education/Associate Degree Education, Undergraduate Education and Postgraduate Education</b>								
<b>Sub-Programme Objective to which the Objective is Related</b>	<b>Training Graduates with Vocational Qualifications and Open to Development</b>								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>PG1.4.1.</b> Number of students per advisor at associate and undergraduate level	20	49	48	46	44	42	40	6 months	1 year
<b>PG1.4.2.</b> Satisfaction rate with academic advising services (Associate and Undergraduate) (%)	20	75	76	78	80	82	84	6 months	1 year
<b>PG1.4.3.</b> Satisfaction rate with academic advising services (Graduate) (%)	20	88	89	91	93	95	97	6 months	1 year
<b>PG1.4.4.</b> Satisfaction rate of stakeholders benefiting from the Psychological Counseling and Guidance Application and Research Center	20	66	67	69	71	73	75	6 months	1 year
<b>PG1.4.5.</b> Number of students benefiting from career counseling services on current occupational requirements	20	34	36	41	46	51	56	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>Quality Coordinatorship</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>Academic Units</li> <li>Psychological Counseling and Guidance Application and Research Center</li> <li>Institute of Postgraduate Education</li> <li>Department of Personnel</li> <li>Disabled Student Unit Coordinatorship</li> <li>Career Planning Application and Research Center</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>Insufficient human resources</li> <li>The need for human resources to serve in the Barrier-Free Living Area and Medico units</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Necessary improvements will be made according to the survey results.</li> <li>Guidance and counseling approach that takes into account individual differences will be implemented.</li> <li>Human and service-oriented counseling approach will continue to be implemented.</li> </ul>								
<b>Cost Estimate</b>	<b>12.800.000 ₺</b>								
<b>Findings</b>	<ul style="list-style-type: none"> <li>The number of students per academic and administrative human resources is high.</li> <li>There is a need for academic and administrative human resources at our university.</li> <li>Academic human resources have a high consultancy and course load.</li> <li>A needs analysis survey should be conducted for student, academic and administrative human resources.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>The activities of the Psychological Counseling and Guidance Application and Research Center should be increased.</li> <li>The Barrier-Free Living area should be put into operation to provide services of different qualities.</li> <li>Academic and administrative human resources needs should be met.</li> </ul>								

<b>Purpose (A1)</b>	<b>Raising Competitive Individuals with a Student-Centered Education Approach that Prioritizes Quality</b>								
<b>Target (H1.5)</b>	<b>Increasing Accessibility of Disadvantaged Students to Educational Spaces and Participation in Sociocultural Activities</b>								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	<b>Higher Education/Student Life in Higher Education</b>								
<b>Sub-Programme Objective to which the Objective is Related</b>	<b>Increasing the Quality of Nutrition and Accommodation Services Provided to Higher Education Students; Improving the Quality of Life by Supporting the Personal and Social Development of Students</b>								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>PG1.5.1.</b> Number of students benefiting from financial support/assistance provided by the University	10	135	140	145	150	155	160	6 months	1 year
<b>PG1.5.2.</b> Number of activities for social integration of disadvantaged groups (all types of social, cultural, sportive and educational activities)	30	32	35	39	43	47	51	6 months	1 year
<b>PG1.5.3.</b> Ratio of the number of disabled-friendly buildings to the total number of buildings on campuses (%)*	25	30	33	38	43	48	53	6 months	1 year
<b>PG1.5.4.</b> Number of barrier-free university awards (barrier-free flag award, barrier-free program award and disabled-friendly award)	20	18	20	24	28	32	36	6 months	1 year
<b>PG1.5.5.</b> Satisfaction rate of disabled individuals with university services (%)	15	81	82	84	86	88	90	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>Disabled Student Unit Coordinatorship</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>Academic Units</li> <li>General Secretariat</li> <li>Department of Information Processing</li> <li>Department of Administrative and Financial Affairs</li> <li>Department of Student Affairs</li> <li>Department of Library and Documentation</li> <li>Department of Construction Works</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>Insufficient inclusiveness of the activities carried out for persons with disabilities</li> <li>Inadequate activities for disabled individuals to adapt to society</li> <li>Budget constraints</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Accessibility of disabled individuals to spaces, education and sociocultural activities within the university will be increased according to their needs.</li> <li>The Barrier-Free Living Area will start its services.</li> <li>Social responsibility activities will be improved to support the participation of disabled individuals.</li> <li>Due diligence will be conducted on the demands and expectations of individuals in disadvantaged groups.</li> </ul>								
<b>Cost Estimate</b>	<b>1.677.000 ₺</b>								
<b>Findings</b>	<ul style="list-style-type: none"> <li>The number of activities for and/or inclusive of disadvantaged groups (all types of social, cultural, sportive and educational activities) and the accessibility of individuals to these activities are not sufficient.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>Accessibility of individuals to disadvantaged groups and/or inclusive activities (all kinds of social, cultural, sportive and educational activities) should be ensured.</li> <li>Sociocultural activities in which disabled individuals can request participation should be increased and their development should be supported.</li> <li>The software and materials that disabled individuals can access in our university library should continue to be improved by ensuring their sustainability.</li> <li>The Barrier-Free Living area should be put into operation and service provision of different qualities should be provided.</li> <li>Improvements should be made for the demands and expectations of individuals in disadvantaged groups.</li> </ul>								

\*Performance Indicator is calculated cumulatively.

<b>Purpose (A2)</b>	<b>Contributing to the Production of Qualified Information and Technology by Spreading R&amp;D and Project Culture to the Grassroots</b>								
<b>Target (H2.1)</b>	<b>Increasing the University Research Ecosystem's Access to Current Information Sources</b>								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	<b>Research, Development and Innovation/Research Infrastructures</b>								
<b>Sub-Programme Objective to which the Objective is Related</b>	<b>Establishing research infrastructures in higher education institutions and strengthening their capacities in order to contribute to increasing the knowledge accumulation and technological development of our country</b>								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>PG2.1.1.</b> Number of e-resources per student	25	179	180	183	188	193	198	6 months	1 year
<b>PG2.1.2.</b> Number of printed books per student	25	5,30	5,35	5,45	5,55	5,65	5,75	6 months	1 year
<b>PG2.1.3.</b> Ratio of publication purchase expenditures to budget	25	0,90	1,00	1,15	1,30	1,45	1,60	6 months	1 year
<b>PG2.1.4.</b> Number of Journals with Institutional Address*	25	11	12	13	14	15	16	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>Strategy Development Department</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>Academic Units</li> <li>Project and Technology Office General Coordinatorship</li> <li>Department of Library and Documentation</li> <li>Application and Research Centers</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>Failure to allocate sufficient resources for the necessary research infrastructure due to budget constraints</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>External projects that will strengthen the research infrastructure of our university will be encouraged.</li> <li>The number of qualified electronic and printed resources will be increased in parallel with the increase in the number of students.</li> <li>Necessary support will be provided for the scanning of journals addressed to the institution in Web of Science and Scopus indexes.</li> </ul>								
<b>Cost Estimate</b>	<b>30.900.000 ₺</b>								
<b>Findings</b>	<ul style="list-style-type: none"> <li>The adequacy of the university in terms of electronic resources in the field of research is not at the desired level.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>The budget amount for the purchase of printed and electronic publications should be increased.</li> </ul>								

\*Performance Indicator is calculated cumulatively.

<b>Purpose (A2)</b>	<b>Contributing to the Production of Qualified Information and Technology by Spreading R&amp;D and Project Culture to the Grassroots</b>								
<b>Target (H2.2)</b>	<b>To Increase the Number of Scientific Research Projects Realized in Our University</b>								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	<b>Research, Development and Innovation/Scientific Research and Development in Higher Education</b>								
<b>Sub-Programme Objective to which the Objective is Related</b>	<b>Increasing Scientific Studies for Innovation in Higher Education Institutions</b>								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>PG2.2.1.</b> Number of projects supported by national organizations	25	2	3	4	6	8	10	6 months	1 year
<b>PG2.2.2.</b> Number of projects supported by national organizations	25	19	20	23	25	27	30	6 months	1 year
<b>PG2.2.3.</b> Number of projects supported by the private sector	25	0	1	2	3	4	5	6 months	1 year
<b>PG2.2.4.</b> Number of externally funded student projects advised by faculty members	25	307	310	315	320	325	330	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>Project Technology Office General Coordinatorship</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>Academic Units</li> <li>General Secretariat</li> <li>Central Research Laboratory Application and Research Center</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>Budget constraints</li> <li>Inadequate information on the relevant call periods of the projects</li> <li>Inadequacy of our research infrastructure in terms of receiving projects from outside the institution</li> <li>Low number of industrial organizations across the region</li> <li>Failure to develop cooperation with public institutions and private sector at the desired level</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Supportive mechanisms for interdisciplinary projects will be developed.</li> <li>Regional, national and international academic collaborations will be increased.</li> <li>Research infrastructure will be strengthened.</li> <li>University-Private-Public sectoral cooperation will be increased.</li> <li>Effective and timely information on project calls will be provided.</li> </ul>								
<b>Cost Estimate</b>	<b>112.300.000₺</b>								
<b>Findings</b>	<ul style="list-style-type: none"> <li>The number of applications to external projects is not at the desired level.</li> <li>The number of externally funded projects is low.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>Activities should be carried out to improve the ability of academic human resources to prepare effective project proposals.</li> <li>Efforts should be made to increase university-industry and university-community cooperation.</li> </ul>								

<b>Purpose (A2)</b>	<b>Contributing to the Production of Qualified Information and Technology by Spreading R&amp;D and Project Culture to the Base</b>								
<b>Target (H2.3)</b>	<b>Improving the Research Performance of the Academic Human Resources of our University</b>								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	<b>Scholarships and Supports Provided to Higher Education/Instructors</b>								
<b>Sub-Programme Objective to which the Objective is Related</b>	<b>Training academicians who are competent, researcher, knowledge producer and transferor</b>								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>PG2.3.1.</b> Number of scientific events organised at the university	30	82	84	87	90	93	96	6 months	1 year
<b>PG2.3.2.</b> Number of scientist support programmes awarded by TUBITAK	30	7	8	10	12	14	16	6 months	1 year
<b>PG2.3.3.</b> Number of scientific activities attended by academic staff	25	378	390	410	430	450	470	6 months	1 year
<b>PG2.3.4.</b> Number of activities carried out by the university to improve research competence	15	65	66	68	70	72	74	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>Project Technology Office General Coordinatorship</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>Academic Units</li> <li>Personnel Department</li> <li>Department of Health, Culture and Sports</li> <li>Student Affairs Department</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>Budget constraints</li> <li>Insufficient amount of scholarships supported externally</li> <li>Extraordinary global crises (exchange rate, pandemic, etc.)</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Students will be encouraged to participate in projects and scientific activities.</li> <li>The amount of budget and support allocated for the participation of academic human resources in international activities will be increased.</li> </ul>								
<b>Cost Estimate</b>	<b>7.520.000 ₺</b>								
<b>Findings</b>	<ul style="list-style-type: none"> <li>The amount of support given to scientific research and studies is not at the desired level.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>Technopark/Technocity should be established within the university.</li> </ul>								

<b>Purpose (A2)</b>	<b>Contributing to the Production of Qualified Information and Technology by Spreading R&amp;D and Project Culture to the Base</b>								
<b>Target (H2.4)</b>	<b>Increasing the Quality and Quantity of Graduate Programmes</b>								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	<b>Higher Education / Associate Degree Education, Undergraduate Education and Postgraduate Education</b>								
<b>Sub-Programme Objective to which the Objective is Related</b>	<b>Training Graduates with Vocational Qualifications and Open to Development</b>								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>PG2.4.1.</b> Number of graduates from graduate programmes with thesis	20	131	135	140	145	150	155	6 months	1 year
<b>PG2.4.2.</b> Graduate student ratio (%)	20	8,5	8,6	8,8	9,0	9,2	9,4	6 months	1 year
<b>PG2.4.3.</b> Number of graduate programmes*	20	58	60	62	64	66	68	6 months	1 year
<b>PG2.4.4.</b> Number of interdisciplinary graduate programmes	15	4	5	6	7	8	9	6 months	1 year
<b>PG2.4.5.</b> Number of publications by graduate students in WoS, Scopus and TR Index journals	25	20	22	25	30	35	40	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>Institute of Postgraduate Education</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>Academic Units</li> <li>Department of Library and Documentation</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>Budget constraints</li> <li>Problems that may be experienced in opening new programmes due to the intensity of the course load of the faculty members</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>The number of graduate education programmes will be increased.</li> <li>Faculty members working in departments will be encouraged to give lectures in interdisciplinary programmes.</li> <li>For doctoral programmes, the condition of having published in Web of Science, Scopus, TR indexed journals will be added to the graduation requirement.</li> <li>A 'Read and Publish' agreement will be made to publish in Open Access journals through the Library and Documentation Department.</li> </ul>								
<b>Cost Estimate</b>	<b>207.000 ₺</b>								
<b>Findings</b>	<ul style="list-style-type: none"> <li>The number of academic human resources required for the opening of graduate programmes is insufficient.</li> <li>The number of interdisciplinary graduate programmes is low.</li> <li>The number of graduates from graduate programmes is low.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>The number of interdisciplinary graduate programmes should be increased.</li> <li>Graduate programmes based on protocols to be made within the framework of public-university-industry (KÜSİ) cooperation should be opened.</li> <li>Students should be encouraged to graduate programmes.</li> <li>'Read and Publish' required for publishing in Open Access Journals The number of agreements should be increased.</li> </ul>								

\*Performance Indicator is calculated cumulatively.

<b>Purpose (A2)</b>	<b>Contributing to the Production of Qualified Information and Technology by Spreading R&amp;D and Project Culture to the Base</b>								
<b>Target (H2.5)</b>	<b>Increasing the Number and Quality of Scientific Articles Published with University Address</b>								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	<b>Scholarships and Supports Provided to Higher Education/Instructors</b>								
<b>Sub-Programme Objective to which the Objective is Related</b>	<b>Training academicians who are competent, researcher, knowledge producer and transferor</b>								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>PG2.5.1.</b> Number of international publications per faculty member (Web of Science (SCI, SCI-Expanded, SSCI, AHCII))	25	0,975	1,025	1,075	1,125	1,175	1,225	6 months	1 year
<b>PG2.5.2.</b> Number of international publications per academic staff (Scopus)	20	0,681	0,800	0,950	1,100	1,250	1,400	6 months	1 year
<b>PG2.5.3.</b> Number of national publications per academic staff (TR Index)	10	0,215	0,300	0,450	0,600	0,750	0,900	6 months	1 year
<b>PG2.5.4.</b> Citation score (Web of Science)	20	5,97	6,10	6,15	6,20	6,25	6,30	6 months	1 year
<b>PG2.5.5.</b> Q1 (Web of Science) Publication Rate (%)	25	30	31	32	34	36	38	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>Department of Library and Documentation</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>Academic Units</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>Budget constraints</li> <li>In case of insufficient number of lecturers, the possibility of increasing course loads and administrative duties of lecturers</li> <li>The risk that the research infrastructure will not reach the desired level</li> <li>Possible loss of motivation among teaching staff due to extraordinary circumstances</li> <li>The possibility of decreasing the quality of publications in national/international fields while increasing their quantity</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Academic support will be provided to enable academic staff to make international publications.</li> <li>In 2023, the more competitive 'Bartın University Directive on the Criteria for Promotion and Appointment to Faculty Membership' will enter into force.</li> <li>In line with the requests from the units and the budget, the continuity and increase of international database subscriptions will be ensured.</li> </ul>								
<b>Cost Estimate</b>	<b>23.600.000₺</b>								
<b>Findings</b>	<ul style="list-style-type: none"> <li>The number of publications in high impact journals is not at the desired level.</li> <li>The number of citations to the publications addressed to the institution is not at the desired level.</li> <li>The number of academic staff making qualified publications is not at the desired level.</li> <li>Workload is high due to insufficient number of human resources.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>In order to increase the publication performance of academic staff, the research performance reward system should be revised and implemented.</li> <li>The workload of human resources should be allocated in line with the principles of fairness, transparency and sustainability.</li> <li>Sustainable Development Application and Research Centre will be established.</li> <li>Printed and electronic resources of the university library should be increased.</li> </ul>								

<b>Purpose (A3)</b>	<b>Generating Social Benefit through Activities for Sustainable Development Goals</b>								
<b>Target (H3.1)</b>	<b>Increasing the Number of Scientific Activities Developed through National and International Collaborations</b>								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	<b>Scholarships and Supports Provided to Higher Education/Instructors</b>								
<b>Sub-Programme Objective to which the Objective is Related</b>	<b>Training academicians who are competent, researcher, knowledge producer and transferor</b>								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>PG3.1.1.</b> Number of publications made in international co-operation	25	173	175	178	181	184	187	6 months	1 year
<b>PG3.1.2.</b> Number of projects carried out with international co-operation	25	2	3	4	5	6	7	6 months	1 year
<b>PG3.1.3.</b> Number of scientific activities carried out with national/ international cooperation	25	29	30	32	34	36	38	6 months	1 year
<b>PG3.1.4.</b> Number of female academic staff involved in articles and projects conducted within the scope of national and international collaborations	25	153	158	165	172	179	186	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>General Coordinator of Project and Technology Office,</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>Academic Units</li> <li>Application and Research Centres</li> <li>Strategy Development Department</li> <li>Department of Library and Documentation</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>Inadequate interaction between academic staff and collaborating institutions</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Informative meetings will be organised on possible collaborations with external stakeholders.</li> <li>In order to increase the quality of the studies carried out in this context, the effectiveness of the relevant units, coordinators, commissions and research-application centres will be increased.</li> </ul>								
<b>Cost Estimate</b>	<b>31.120.000 ₺</b>								
<b>Findings</b>	<ul style="list-style-type: none"> <li>Collaboration with stakeholders at national and international level is insufficient.</li> <li>The number of publications made with international co-operation is not at the desired level.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>Faculty members' communication with collaborators in their fields of expertise should be increased.</li> <li>National/International joint working groups should be encouraged.</li> </ul>								

<b>Purpose(A3)</b>	<b>Generating Social Benefit through Activities for Sustainable Development Goals</b>								
<b>Target (H3.2)</b>	<b>Increasing Entrepreneurial and Innovative Activities</b>								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	<b>Research, Development and Innovation/Scientific Research and Development in Higher Education</b>								
<b>Sub-Programme Objective to which the Objective is Related</b>	<b>Increasing Scientific Studies for Innovation in Higher Education Institutions</b>								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>PG3.2.1.</b> Number of patents, utility models or designs applied for	20	9	10	11	12	13	14	6 months	1 year
<b>PG3.2.2.</b> Number of patents, utility models or designs finalised	20	2	2	3	4	5	6	6 months	1 year
<b>PG3.2.3.</b> Ratio of students participating in entrepreneurship and innovation themed courses and scientific activities	20	6,20	6,25	6,30	6,35	6,40	6,50	6 months	1 year
<b>PG3.2.4.</b> Number of companies established by academic staff in technology development zones	20	4	5	6	7	8	9	6 months	1 year
<b>PG3.2.5.</b> Number of companies in the private sector to which academic staff provide consultancy services	20	2	3	4	5	6	7	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>Project and Technology Office General Coordinatorship</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>Academic Units</li> <li>Strategy Development Department</li> <li>Department of Health, Culture and Sports</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>Instructors do not encourage students at the desired level</li> <li>Lack of entrepreneurship awareness in students</li> <li>Instructors do not have sufficient knowledge about patent, utility model and industrial design processes</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Instructors will be informed about patent/utility model/industrial design application and evaluation processes.</li> <li>Students will be counselled and trained on entrepreneurship.</li> </ul>								
<b>Cost Estimate</b>	<b>699.500 ₺</b>								
<b>Findings</b>	<ul style="list-style-type: none"> <li>Entrepreneurship culture in the university is not at the desired level.</li> <li>The number of activities and projects related to entrepreneurship is low.</li> <li>The level of knowledge of academic staff about patent/utility model/industrial design application and evaluation processes is insufficient.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>Efforts should be made to popularise entrepreneurship culture and activities.</li> <li>The level of knowledge of academic staff about patent/utility model/industrial design application and evaluation processes should be improved.</li> </ul>								

<b>Purpose (A3)</b>	<b>Generating Social Benefit through Activities for Sustainable Development Goals</b>								
<b>Target (H3.3)</b>	<b>Increasing Community Contribution Based Activities</b>								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	<b>Lifelong Learning / Higher Education Institutions Continuing Education Activities</b>								
<b>Sub-Programme Objective to which the Objective is Related</b>	<b>Providing trainings to all segments of the society in the fields they need, contributing to the development of cooperation with public institutions and organisations, private sector and international organisations</b>								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>PG3.3.1.</b> Number of social responsibility projects carried out by the university	25	6	7	8	9	10	11	6 months	1 year
<b>PG3.3.2.</b> Number of social responsibility projects carried out by students	25	15	16	18	20	22	24	6 months	1 year
<b>PG3.3.3.</b> Number of certificates issued by the Continuing Education Centre and TÖMER	25	1.265	1.300	1.350	1.400	1.450	1.500	6 months	1 year
<b>PG3.3.4.</b> Number of awards received by the university in the fields of zero waste, green campus, energy efficiency and environmentalism*	25	2	2	3	4	5	6	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>General Secretariat</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>Academic Units</li> <li>Bartın University Social Responsibility Project Coordination</li> <li>Application and Research Centres</li> <li>Strategy Development Department</li> <li>Continuing Education Application and Research Centre</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>Insufficient budget allocated to social responsibility projects</li> <li>Students and lecturers are not sufficiently informed about the scope and activity areas of the Social Responsibility Project Coordination Unit</li> <li>Failure of the activities of the Continuing Education Application and Research Centre to create the desired interaction with external stakeholders</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>The scope and fields of activity of the Social Responsibility Project Coordinatorship will be informed within the university.</li> <li>The number of projects and activities to be carried out by academic human resources within the Social Responsibility Project Coordinatorship will be increased.</li> <li>Trainings will be provided for students to produce projects based on contributing to society.</li> </ul>								
<b>Cost Estimate</b>	<b>5.481.000₺</b>								
<b>Findings</b>	<ul style="list-style-type: none"> <li>The scope and activities of the Social Responsibility Project Coordinatorship are not sufficiently known.</li> <li>The number of social responsibility projects on the basis of contributing to the society throughout the university is low.</li> <li>The activities of the Continuing Education Application and Research Centre are not sufficiently known regionally.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>The awareness and interaction of the Social Responsibility Project Coordinatorship should be increased.</li> <li>The number of projects based on contributing to the society throughout the university should be increased.</li> <li>The number of activities of the Continuing Education Application and Research Centre for regional development should be increased.</li> </ul>								

\*Performance Indicator is calculated cumulatively.

Purpose (A3)	Generating Social Benefit through Activities for Sustainable Development Goals								
Target (H3.4)	To support activities that contribute to the personal and social development of students								
Programme/Subprogramme Name to which the Objective is Related	Higher Education/Student Life in Higher Education								
Sub-Programme Objective to which the Objective is Related	Increasing the Quality of Nutrition and Accommodation Services Provided to Higher Education Students; Improving the Quality of Life by Supporting the Personal and Social Development of Students								
Performance Indicators	Impact on Target (%)	Initial Value for the Plan Period	2024	2025	2026	2027	2028	Monitoring Frequency	Reporting Frequency
PG3.4.1. Number of social, cultural and sportive activities for students organised by the university	25	400	420	440	460	480	500	6 months	1 year
PG3.4.2. Number of student clubs and societies*	25	69	71	72	73	74	75	6 months	1 year
PG3.4.3. Total number of members of student clubs*	25	3.852	4.000	4.250	4.500	4.750	5.000	6 months	1 year
PG3.4.4. Annual number of activities of student clubs	25	310	320	330	350	360	370	6 months	1 year
Responsible Unit	<ul style="list-style-type: none"> <li>Department of Health, Culture and Sports</li> </ul>								
Units to Cooperate	<ul style="list-style-type: none"> <li>Academic Units</li> <li>Student Affairs Department</li> <li>Communication Coordination Unit</li> <li>Social Responsibility Project Coordination</li> </ul>								
Risks	<ul style="list-style-type: none"> <li>Budget constraints</li> <li>Inadequate physical and social facilities</li> </ul>								
Strategies	<ul style="list-style-type: none"> <li>Increasing the number, diversity, number of members and effectiveness of student clubs will be encouraged.</li> <li>Vocational community activities will be organised and carried out within the framework of the lesson plan.</li> <li>The establishment and functioning of student clubs will be carried out in accordance with democratic practices and their annual activities will be carried out in accordance with their plans.</li> </ul>								
Cost Estimate	14.600.000 ₺								
Findings	<ul style="list-style-type: none"> <li>The number of activities for the personal, social and cultural development of students is low.</li> <li>Physical and social facilities are insufficient.</li> </ul>								
Needs	<ul style="list-style-type: none"> <li>Supportive programmes should be implemented to ensure the development of students in social, sports, culture and art fields.</li> </ul>								

\*Performance Indicator is calculated cumulatively.

<b>Purpose (A3)</b>	<b>Generating Social Benefit through Activities for Sustainable Development Goals</b>								
<b>Target (H3.5)</b>	<b>Creating a Sustainable, Energy Efficient and Climate Friendly Campus</b>								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	-								
<b>Sub-Programme Objective to which the Objective is Related</b>	-								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>PG3.5.1.</b> Ratio of the amount of recyclable waste to the total amount of waste (Annual)	20	93	93	93,5	94	94,5	95	6 months	1 year
<b>PG3.5.2.</b> Amount of waste recycled by the University (Kg)	20	0	1.400	1.600	1.800	2.000	2.200	6 months	1 year
<b>PG3.5.3.</b> Amount of renewable energy generated within the campuses (MWh)	20	6	6	500	750	1.000	1.250	6 months	1 year
<b>PG3.5.4.</b> Carbon footprint per person on campus (metric tonnes)	20	0,195	0,195	0,193	0,190	0,188	0,185	6 months	1 year
<b>PG3.5.5.</b> Amount of savings achieved through information management systems (ALYS etc.) TL (000)	20	4.000	4.500	5.000	5.500	6.000	6.500	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>General Secretariat</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>All Units</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>Low awareness of human factors</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Priority will be given to studies for the protection of the natural environment.</li> <li>Awareness raising activities will be carried out for the concept of green university.</li> <li>Infrastructure and superstructure investments for the protection and development of natural environment will be increased.</li> <li>Training will be given periodically to students and all staff to raise awareness about the Zero Waste Project.</li> </ul>								
<b>Cost Estimate</b>	<b>6.500.000 ₺</b>								
<b>Findings</b>	<ul style="list-style-type: none"> <li>The number of activities and awareness for the protection of the natural environment is insufficient.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>Project incentives and new cooperation strategies for the natural environment of the region should be developed.</li> <li>University policy for the protection of the nature and environment of the region should be determined.</li> </ul>								

<b>Purpose (A4)</b>	<b>Taking an active role in regional development by supporting entrepreneurship through collaborative practices</b>								
<b>Target (4.1)</b>	<b>To Increase the Number of Scientific Activities for the Specialisation Area of our University</b>								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	<b>Research, Development and Innovation/Scientific Research and Development in Higher Education</b>								
<b>Sub-Programme Objective to which the Objective is Related</b>	<b>Increasing Scientific Studies for Innovation in Higher Education Institutions</b>								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>PG4.1.1.</b> Number of international indexed publications in the field of specialisation (Web of Science, Scopus)	20	183	195	205	215	225	235	6 months	1 year
<b>PG4.1.2.</b> Total number of publications in the field of specialisation (Web of Science)	25	105	110	115	120	125	130	6 months	1 year
<b>PG4.1.3.</b> Ratio of publications in the field of specialisation to the total number of publications (% , Web of Science)	20	31	33	36	39	42	45	6 months	1 year
<b>PG4.1.4.</b> Number of academicians working in the field of specialisation*	15	80	90	100	110	120	130	6 months	1 year
<b>PG4.1.5.</b> Number of graduate theses being carried out in the field of specialisation*	20	41	43	45	47	50	53	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>Project and Technology Office General Coordinatorship</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>Academic Units</li> <li>Personnel Department</li> <li>Department of Library and Documentation</li> <li>Strategy Development Department</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>Faculty members do not have enough time for scientific studies due to course loads and administrative duties</li> <li>Scientists who are experts in the field of specialisation do not want to work at the university due to the limited opportunities the city</li> <li>Researchers from the university do not direct their research subjects to the field of specialisation at the desired level</li> <li>The number of academic human resources whose academic background is suitable for the field of specialisation is not at the desired level</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>All kinds of scientific activities (projects, publications, papers, congress participation, etc.) in the field of specialisation will be encouraged.</li> <li>University researchers will be trained on specialisation issues.</li> </ul>								
<b>Cost Estimate</b>	<b>19.500.000 ₺</b>								
<b>Findings</b>	<ul style="list-style-type: none"> <li>There are not enough scientific outputs for the specialisation area.</li> <li>The level of awareness of academic staff about specialisation areas is low.</li> <li>Academic human resources working in the field of specialisation are insufficient.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>Awareness activities on smart logistics and integrated region applications should be carried out.</li> <li>Scientific activities in the field of specialisation should be increased.</li> <li>Employment of qualified academic human resources working in the field of specialisation should be increased.</li> </ul>								

\*Performance Indicator is calculated cumulatively.

<b>Purpose (A4)</b>	Taking an active role in regional development by supporting entrepreneurship through collaborative practices								
<b>Target (4.2)</b>	To increase the number of projects/patents/utility models/industrial designs in the field of specialisation								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	Research, Development and Innovation/Scientific Research and Development in Higher Education								
<b>Sub-Programme Objective to which the Objective is Related</b>	Increasing Scientific Studies for Innovation in Higher Education Institutions								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>PG4.2.1.</b> Number of BAP supported projects being carried out in the field of specialisation*	25	9	10	11	12	13	14	6 months	1 year
<b>PG4.2.2.</b> Number of projects carried out in the field of specialisation and supported by external funds*	25	31	32	34	36	38	40	6 months	1 year
<b>PG4.2.3.</b> Number of patent / utility model / industrial design applications for specialisation area	25	8	9	10	11	12	13	6 months	1 year
<b>PG4.2.4.</b> Number of female academic staff involved in specialisation projects*	25	13	14	16	18	20	22	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>Project and Technology Office General Coordinatorship</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>Academic Units</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>Lack of project applications for the interdisciplinary specialisation area due to insufficient clarification of the scope of the specialisation area</li> <li>Patent/Utility Model/Industrial design application and evaluation processes are not sufficiently known</li> <li>Insufficient knowledge of external project types and application processes</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>By determining the fields of study of academic staff, comprehensive working groups will be established in the field of specialisation.</li> <li>Faculty members will be encouraged to establish and develop national and international cooperation in the field of specialisation.</li> <li>Projects in the field of specialisation will continue to be supported.</li> <li>Trainings will be organised to increase awareness of Patent / Utility Model / Industrial Design application and evaluation processes.</li> </ul>								
<b>Cost Estimate</b>	24.400.000 ₺								
<b>Findings</b>	<ul style="list-style-type: none"> <li>The number of projects carried out in the field of specialisation is insufficient.</li> <li>Project experience of academic staff is insufficient.</li> <li>The number of research centres operating in the field of specialisation is insufficient.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>The necessary time for research should be provided by ensuring a fair distribution of the workload of academic staff.</li> <li>The amount of support given to scientific research projects in the field of specialisation should be increased.</li> <li>The project writing competence of academic staff should be improved with the activities to be organised.</li> </ul>								

\*Performance Indicator is calculated cumulatively.

<b>Purpose (A4)</b>	<b>Taking an active role in regional development by supporting entrepreneurship through collaborative practices</b>								
<b>Target (4.3)</b>	<b>Increasing the Number of Scientific Activities in the Specialisation Area</b>								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	<b>Scholarships and Supports Provided to Higher Education/Instructors</b>								
<b>Sub-Programme Objective to which the Objective is Related</b>	<b>Training academicians who are competent, researcher, knowledge producer and transferor</b>								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>PG4.3.1.</b> Number of scientific (workshop / congress / conference / symposium / seminar / panel / interview) events held in the field of specialisation	35	6	7	8	9	10	11	6 months	1 year
<b>PG4.3.2.</b> Number of courses/trainings held in the field of specialisation	35	18	19	20	22	24	26	6 months	1 year
<b>PG4.3.3.</b> For the specialisation area Number of meetings held with external stakeholders	30	2	4	6	8	10	12	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>Project and Technology Office General Coordinatorship</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>Academic Units</li> <li>Continuing Education Application and Research Centre</li> <li>Department of Health, Culture and Sports</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>Possible extraordinary global crises</li> <li>Insufficient accommodation facilities in the city centre</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>The infrastructure to accommodate scientific events with high participation will be improved.</li> <li>Scientists/sector representatives with international competence in the field of specialisation will be invited for possible future collaborations.</li> <li>Thematic scientific events will be organised in the field of specialisation.</li> </ul>								
<b>Cost Estimate</b>	<b>12.000.000 ₺</b>								
<b>Findings</b>	<ul style="list-style-type: none"> <li>Accommodation capacity is not sufficient for scientific events with high participation.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>An accommodation facility belonging to the university should be built.</li> </ul>								

<b>Purpose (A4)</b>	<b>Taking an active role in regional development by supporting entrepreneurship through collaborative practices</b>								
<b>Target (4.4)</b>	<b>Increasing the number of programmes and courses in the field of specialisation</b>								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	<b>Higher Education/Associate Degree Education, Undergraduate Education and Postgraduate Education</b>								
<b>Sub-Programme Objective to which the Objective is Related</b>	<b>Training Graduates with Vocational Qualifications and Open to Development</b>								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>PG4.4.1.</b> Number of Associate / Undergraduate courses related to the specialisation area*	10	56	58	65	67	75	77	6 months	1 year
<b>PG4.4.2.</b> Number of postgraduate courses related to the specialisation area*	15	68	70	75	77	85	87	6 months	1 year
<b>PG4.4.3.</b> Number of Associate Degree programmes related to the specialisation area*	15	6	6	7	7	8	8	6 months	1 year
<b>PG4.4.4.</b> Number of undergraduate programmes related to the specialisation area*	25	20	20	21	21	22	22	6 months	1 year
<b>PG4.4.5.</b> Number of graduate programmes related to the specialisation area*	35	15	15	16	16	17	18	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>Project and Technology Office General Coordinatorship</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>Academic Units</li> <li>Student Affairs Department</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>Insufficient academic human resources operating in the field of specialisation</li> <li>Failure to obtain the necessary approvals to open the relevant programmes</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>The number of academic programmes operating in the field of specialisation will be increased.</li> <li>The number of academic human resources operating in the field of specialisation will be increased.</li> </ul>								
<b>Cost Estimate</b>	<b>12.000.000 ₺</b>								
<b>Findings</b>	<ul style="list-style-type: none"> <li>The number of courses in the field of specialisation is insufficient.</li> <li>The number of academic programmes in the field of specialisation is insufficient.</li> <li>Academic human resources in the field of specialisation are insufficient.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>The number of programmes operating in the field of specialisation should be increased</li> <li>Courses and activities within the scope of specialisation should be encouraged.</li> </ul>								

\*Performance Indicator is calculated cumulatively.

<b>Purpose (A4)</b>	<b>Taking an active role in regional development by supporting entrepreneurship through collaborative practices</b>								
<b>Target (4.5)</b>	<b>Increasing Interaction for Regional Development in the Specialisation Area</b>								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	<b>Research, Development and Innovation/Scientific Research and Development in Higher Education</b>								
<b>Sub-Programme Objective to which the Objective is Related</b>	<b>Increasing Scientific Studies for Innovation in Higher Education Institutions</b>								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>PG4.5.1.</b> Number of joint projects carried out with other public institutions in the region in the field of specialisation *	35	2	2	3	4	5	6	6 months	1 year
<b>PG4.5.2.</b> Number of cooperation / protocols established with stakeholders in the region related to the specialisation area*	35	6	7	8	9	10	11	6 months	1 year
<b>PG4.5.3.</b> Number of people using the research infrastructure of our University in the field of specialisation	30	150	155	160	170	180	200	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>Project and Technology Office General Coordinatorship</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>Academic Units</li> <li>Central Research Laboratory Application and Research Centre</li> <li>General Secretariat</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>Inadequate co-operation with institutions</li> <li>Inadequate promotion of the studies carried out in the application and research centre in the field of specialisation to the region</li> <li>Insufficiently developed industry and industry in the region</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Interaction with stakeholders in the field of specialisation will be increased.</li> <li>The amount allocated from the university budget to specialisation infrastructure will be increased.</li> <li>All kinds of research and analyses carried out within the scope of our university and addressing the region will be effectively promoted to regional stakeholders.</li> </ul>								
<b>Cost Estimate</b>	<b>30.000.000₺</b>								
<b>Findings</b>	<ul style="list-style-type: none"> <li>Research infrastructure in the field of specialisation is insufficient.</li> <li>There are few industry and industry stakeholders at the desired level in the region for the field of specialisation.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>The number of application and research centres operating in the field of specialisation should be increased.</li> <li>Interaction with existing stakeholders within the scope of cooperation in the field of specialisation should be increased.</li> </ul>								

\*Performance Indicator is calculated cumulatively.

<b>Purpose(A5)</b>	<b>Developing Corporate Culture and Sense of Belonging with Participatory Management Approach</b>								
<b>Target (H5.1)</b>	<b>Strengthening the Institutional Belonging of Academic and Administrative Human Resources</b>								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	<b>Lifelong Learning / Higher Education Institutions Continuing Education Activities</b>								
<b>Sub-Programme Objective to which the Objective is Related</b>	<b>Providing trainings to all segments of the society in the fields they need, contributing to the development of cooperation with public institutions and organisations, private sector and international organisations</b>								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>PG 5.1.1.</b> Number of trainings provided for the professional and personal development of academic and administrative human resources	20	96	99	104	109	114	119	6 months	1 year
<b>PG 5.1.2.</b> Satisfaction rate of academic human resources with the institution (%)	20	73	74	75	76	78	80	6 months	1 year
<b>PG 5.1.3.</b> Satisfaction rate of administrative human resources with the institution (%)	20	72	73	74	75	76	77	6 months	1 year
<b>PG5.1.4.</b> Satisfaction rate of female academic human resources with the institution (%)	20	74	75	76	78	80	82	6 months	1 year
<b>PG5.1.5.</b> Satisfaction rate of female administrative human resources with the institution (%)	20	73	74	75	77	79	81	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>Quality Coordination Unit</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>Personnel Department</li> <li>Department of Information Processing</li> <li>Continuing Education Application and Research Centre</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>Reluctance to participate due to the high number of activities organised for human resources</li> <li>External factors (transport, health, education, socio-cultural opportunities, etc.) negatively affect institutional belonging</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>In-service trainings will continue to be organised every year in the areas requested for the personal and professional development of human resources.</li> <li>Social activities will be organised to increase the institutional loyalty of human resources and students.</li> <li>The level of institutional commitment will be monitored and improved through internal stakeholder satisfaction surveys.</li> </ul>								
<b>Cost Estimate</b>	<b>176.000.000 ₺</b>								
<b>Findings</b>	<ul style="list-style-type: none"> <li>Social activities are not organised with the wide participation of the staff.</li> <li>Spaces such as offices, lodgings, sports, social and health facilities offered for the use of university human resources are inadequate.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>Social activities should be organised in order to ensure the cohesion of human resources and institutional belonging.</li> <li>Constructive measures should be taken to reduce the transfer requests of administrative human resources.</li> <li>The number of human resources should be increased and the workload per staff should be reduced.</li> <li>Physical facilities of the university should be improved.</li> </ul>								

<b>Purpose (A5)</b>	<b>Developing Corporate Culture and Sense of Belonging with Participatory Management Approach</b>								
<b>Target (H5.2)</b>	<b>Ensuring Effective Participation of Internal and External Stakeholders in Decision Making Processes</b>								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	-								
<b>Sub-Programme Objective to which the Objective is Related</b>	-								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>PG5.2.1.</b> Number of academic human resources participating in meetings for decision-making processes	20	3.430	3.500	3.550	3.600	3.650	3.700	6 months	1 year
<b>PG5.2.2.</b> Number of administrative human resources participating in meetings for decision-making processes	20	1.616	1.630	1.650	1.675	1.700	1.725	6 months	1 year
<b>PG5.2.3.</b> Number of students participating in meetings for decision-making processes	20	2.763	2.800	2.850	2.900	2.950	3.000	6 months	1 year
<b>PG5.2.4.</b> Number of external stakeholders participating in decision-making processes	20	318	320	325	330	335	340	6 months	1 year
<b>PG5.2.5.</b> Number of graduates participating in decision-making processes	20	12	13	14	15	16	17	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>General Secretariat</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>All Units</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>Stakeholders are not willing to participate in decision-making processes</li> <li>Failure to ensure sustainability in the participation of external stakeholders in planned activities, Failure to reach graduate students</li> <li>Inability to organise a sufficient number of events for alumni due to budget constraints</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Meetings with internal and external stakeholders will continue in scheduled processes.</li> <li>Practices that will increase the dissemination of participatory governance understanding (RIMER, Advisory Boards, etc.) will continue.</li> <li>Financial resources will be increased in order to carry out activities and practices that increase the institutional belonging and participation of graduates.</li> <li>With the Career Planning Application and Research Centre, studies on the career development processes of graduates will be increased.</li> </ul>								
<b>Cost Estimate</b>	<b>6.500.000₺</b>								
<b>Findings</b>	<ul style="list-style-type: none"> <li>There are deficiencies in the participation rate of the members of the External Stakeholder Advisory Board in the meetings.</li> <li>There are deficiencies in the effectiveness of the alumni monitoring system.</li> <li>The sectoral experiences of graduates cannot be utilised sufficiently.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>External stakeholder support should be increased through good practices and incentives.</li> <li>The Alumni Communication Office should be structured in order to make policies, plans, decisions and practices related to alumni more effective and efficient.</li> <li>Financial resources should be increased for the organisation and participation of alumni events.</li> <li>Active use of the Alumni Information System in a sustainable manner should be ensured.</li> <li>The activities of the Career Planning Application and Research Centre for graduates should be increased.</li> </ul>								

\*Performance Indicator is calculated cumulatively.

<b>Purpose (A5)</b>	<b>Developing Corporate Culture and Sense of Belonging with Participatory Management Approach</b>								
<b>Target (H5.3)</b>	<b>Increasing the Level of Internationalisation</b>								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	<b>Higher Education/Associate Degree Education, Undergraduate Education and Postgraduate Education Scholarships and Grants Provided to Higher Education/Instructors</b>								
<b>Sub-Programme Objective to which the Objective is Related</b>	<b>Training Graduates with Vocational Qualifications and Open to Development Training academicians who are competent, researcher, knowledge producer and transferor</b>								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>PG5.3.1.</b> Number of international students	20	1.888	2.000	2.200	2.400	2.600	2.800	6 months	1 year
<b>PG5.3.2.</b> Number of students coming through international exchange programmes	20	2	3	5	7	9	11	6 months	1 year
<b>PG5.3.3.</b> Number of academic staff coming through international exchange programmes	20	1	2	3	4	5	6	6 months	1 year
<b>PG5.3.4.</b> Number of lecturers going with international exchange programmes	20	16	18	20	23	26	30	6 months	1 year
<b>PG5.3.5.</b> Number of students going through international exchange programmes	20	48	50	55	60	65	70	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>General Coordinatorship of Foreign Relations</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>All Units</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>The level of basic scientific competence of international students is not at the desired level</li> <li>Failure to raise the recognition of our University to a sufficient level in the international arena</li> <li>Failure to ensure effective communication with the increasing number of international students</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>The number of bilateral cooperation agreements in international exchange programmes will be increased.</li> <li>The diversity of international universities with which agreements are made will be increased.</li> <li>Promotion activities of the university at the international level will be increased.</li> </ul>								
<b>Cost Estimate</b>	<b>34.300.000₺</b>								
<b>Findings</b>	<ul style="list-style-type: none"> <li>Incoming international students have language-based communication problems.</li> <li>The number of students and academic staff coming to our university through exchange programmes is insufficient.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>More budget should be allocated for promotional activities of the university abroad.</li> <li>A separate section should be opened on the website for international students and academic staff.</li> <li>TÖMER graduation criteria should be reorganised.</li> </ul>								

<b>Purpose (A5)</b>	<b>Developing Corporate Culture and Sense of Belonging with Participatory Management Approach</b>								
<b>Target (H5.4)</b>	<b>Improving the University's Position in National and International Rankings</b>								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	<b>Research, Development and Innovation/Scientific Research and Development in Higher Education</b>								
<b>Sub-Programme Objective to which the Objective is Related</b>	<b>Increasing Scientific Studies for Innovation in Higher Education Institutions</b>								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>PG5.4.1.</b> Number of categories ranked 401+ and below in THE (Times Higher Education) Impact Ranking	20	3	4	5	6	7	8	6 months	1 year
<b>PG5.4.2.</b> URAP World Ranking	20	2.280	2.100	1.900	1.700	1.500	1.250	6 months	1 year
<b>PG5.4.3.</b> URAP Turkey ranking	20	84	77	70	65	60	50	6 months	1 year
<b>PG5.4.4.</b> Webometrics ranking	20	2.591	2.400	2.100	1.800	1.500	1.200	6 months	1 year
<b>PG5.4.5.</b> Greenmetrics ranking	20	159	158	157	156	155	154	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>Department of Library and Documentation</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>General Secretariat</li> <li>Department of Information Processing</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>The criteria used by different rating agencies are not sufficiently known by the academic staff</li> <li>Decrease in the quality of publications with the concern of increasing the number of publications in the relevant rankings</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Scientific activities will be carried out to increase the recognition of the university in national and international rankings.</li> <li>Meetings will be organised to inform the academic staff about the criteria based on the rating agencies.</li> </ul>								
<b>Cost Estimate</b>	<b>4.555.000₺</b>								
<b>Findings</b>	<ul style="list-style-type: none"> <li>Scientific activities to contribute to university rating are insufficient.</li> <li>Awareness of the evaluation criteria of rating agencies is low.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>Awareness trainings on sustainability rating should be given especially to faculty secretaries and students</li> <li>Academic human resources should be continuously informed about the relevant performance indicators.</li> <li>The workload of academic staff should be reduced.</li> <li>It should be ensured that relevant commissions are established within the scope of Sustainable Development Goals.</li> </ul>								

<b>Purpose (A5)</b>	<b>Developing Corporate Culture and Sense of Belonging with Participatory Management Approach</b>								
<b>Target (H5.5)</b>	<b>Disseminating Quality Culture</b>								
<b>Programme/Subprogramme Name to which the Objective is Related</b>	<b>Lifelong Learning / Higher Education Institutions Continuing Education Activities</b>								
<b>Sub-Programme Objective to which the Objective is Related</b>	<b>Providing trainings to all segments of the society in the fields they need, contributing to the development of cooperation with public institutions and organisations, private sector and international organisations</b>								
<b>Performance Indicators</b>	<b>Impact on Target (%)</b>	<b>Initial Value for the Plan Period</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Monitoring Frequency</b>	<b>Reporting Frequency</b>
<b>H.5.5.1.</b> Number of feedback and evaluation meetings held with external stakeholders within the scope of quality processes	35	23	30	40	50	60	70	6 months	1 year
<b>H.5.5.2.</b> Activity organised to disseminate quality culture (number of meetings, workshops, etc.)	30	76	80	85	90	95	100	6 months	1 year
<b>H.5.5.3.</b> Number of feedback and evaluation meetings held with internal stakeholders within the scope of quality processes	35	105	110	115	120	125	130	6 months	1 year
<b>Responsible Unit</b>	<ul style="list-style-type: none"> <li>General Secretariat</li> </ul>								
<b>Units to Cooperate</b>	<ul style="list-style-type: none"> <li>All Units</li> </ul>								
<b>Risks</b>	<ul style="list-style-type: none"> <li>Failure to allocate sufficient time for stakeholders to participate in activities</li> <li>Insufficient understanding of the importance of feedback by stakeholders</li> <li>Stakeholders' resistance to quality culture due to the workload it involves</li> </ul>								
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Appropriate times for meetings with stakeholders will be determined together with stakeholders.</li> <li>The importance of feedback will be explained to stakeholders at the beginning of the meetings.</li> <li>Software support will be provided to prevent resistance to the activities carried out in quality processes and to reduce the bureaucratic workload.</li> </ul>								
<b>Cost Estimate</b>	<b>6.500.000 ₺</b>								
<b>Findings</b>	<ul style="list-style-type: none"> <li>Quality processes cause bureaucratic workload.</li> <li>Internal Quality Assurance System has been established in the institution, but it cannot be implemented effectively in the units.</li> </ul>								
<b>Needs</b>	<ul style="list-style-type: none"> <li>Processes related to stakeholder participation and quality culture should be disseminated throughout the institution.</li> <li>In order to provide the necessary guidance and counselling for the dissemination of quality culture in all units, activities such as training etc. should be regularly planned and implemented.</li> <li>Processes should be simplified in line with the dissemination of quality culture.</li> </ul>								

## D. Target Risks and Control Activities

**Table 12:** Target Risks and Control Activities Table

Target 1.1. Strengthening the Physical and Academic Infrastructure of the University for Education and Training Activities		
Risk	Description	Control Activities
Budget constraints	Inability to increase the infrastructure capacity for educational purposes due to budget constraints	Determining budget plans by anticipating possible cost increases, closely monitoring cost increases in line with infrastructure and hardware requirements
Increasing the number of quotas requested by the Council of Higher Education	Increasing the total number of quotas requested by the Council of Higher Education for associate/undergraduate programmes of our university	Notifying the relevant boards that the quotas requested for the associate / bachelor's degree programmes of our university are determined by taking into account the physical capacity and academic human resources criteria of our university and making a request for increasing the physical capacity and academic human resources
Target 1.2. Improving the Education and Training Programmes of our University in International Standards		
Risk	Description	Control Activities
Frequent updating of assessment criteria by accreditation bodies	Increasing number of accreditation bodies authorised every year and frequent updates in the criteria of existing accreditation bodies	Creating comprehensive documents on the criteria of accreditation bodies and sharing them with relevant units
Target 1.3. Strengthening Interdisciplinary / Multidisciplinary Education and Training Required by the Age		
Risk	Description	Control Activities
Low graduation rate in double major and minor programmes	Low graduation rate in the related programmes due to the difficulty of students to carry out the courses related to the programme they are enrolled in and double major/minor programmes simultaneously	Encouraging units with double major agreements to make their course programmes simultaneously, supporting the online delivery of some courses in double major programmes within the limits of the authority granted by the relevant legal regulation
Target 1.4. Improving Incentive, Guidance and Counselling Services for Students		
Risk	Description	Control Activities
Numerical insufficiency of academic human resources	Inadequate allocation of time to counsellors due to insufficient number of academic human resources	Ensuring the effective use of existing academic human resources for encouragement, guidance and counselling services for students through planning
Target 1.5. Increasing the Accessibility of Disadvantaged Students to Educational Spaces and Participation in Sociocultural Activities		
Risk	Description	Control Activities
Failure to develop institutional belonging of disadvantaged students	The possibility that the institutional belonging of disadvantaged students of our university may be low due to participation in a new environment and city	Improving access to spaces and sociocultural activities with a unifying and inclusive approach, including physical infrastructure, equipment and human resources in budget plans taking into account disadvantaged groups, Planning social responsibility activities in a way to support the contribution and participation of students, academic and administrative human resources from disadvantaged groups

Target 2.1. Increasing the Access of the University Research Ecosystem to Current Information Sources		
Risk	Description	Control Activities
Budget constraints	Inability to support the desired level of library resources with new subscriptions due to budget constraints	-
Target 2.2. To increase the number of scientific research projects carried out at our university		
Risk	Description	Control Activities
Inadequate cooperation between institutions and organisations	Lack of the desired number of private institutions and organisations in the province, inability to establish cooperation in the desired areas	Increasing and supporting cooperation with industrial organisations throughout the region
Target 2.3. Improving the Research Performance of the Academic Human Resources of our University		
Risk	Description	Control Activities
Budget constraints	Inadequate support for scientific activities of academic staff due to budget constraints	-
Target 2.4. Increasing the Quality and Quantity of Graduate Programmes		
Risk	Description	Control Activities
Insufficient number of faculty members	Insufficient number of faculty members to open new programmes	Recruitment of qualified faculty members for the programmes planned to be opened
Target 2.5. Increasing the Number and Quality of Scientific Articles Published with University Address		
Risk	Description	Control Activities
Inadequacy of research infrastructure	Insufficient number of comprehensive and well-equipped laboratories where faculty members can carry out their research and development activities	Improving the research infrastructure through active use of own resources
Target 3.1. Increasing the Number of Scientific Activities Developed through National and International Collaborations		
Risk	Description	Control Activities
Difficulties that lecturers may experience in establishing international co-operation	Failure of the academic staff to provide the desired level of cooperation with international institutions and organisations in terms of joint work and project development	Institutional encouragement of joint workshops / congresses with international institutions and organisations in the fields of competence of our University
Target 3.2. Increasing Entrepreneurial and Innovative Activities		
Risk	Description	Control Activities
Lack of information about patent, utility model, industrial design processes	Instructors do not have sufficient knowledge about patent, utility model and industrial design processes	Carrying out in-house information activities on patent, utility model and industrial design processes

Target 3.3. Increasing Community Contribution Based Activities		
Risk	Description	Control Activities
Budget constraints	The budget allocated to social responsibility projects is not at the desired level	-
Target 3.4. To support activities that contribute to the personal and social development of students		
Risk	Description	Control Activities
The capacity inadequacy of physical spaces	Inadequate size of the physical spaces where student clubs can carry out their activities	Increasing the m <sup>2</sup> size of the physical spaces that students can benefit from in line with the institution's budget
Target 3.5. Creating a Sustainable, Energy Efficient and Climate Friendly Campus		
Risk	Description	Control Activities
Low awareness	Low awareness of sustainable, efficient and climate-friendly environment	Increasing the level of knowledge of the human resources of our university on green campus through in-house activities
Target 4.1. To Increase the Number of Scientific Activities for the Specialisation Area of our University		
Risk	Description	Control Activities
In the field of specialisation numerical insufficiency of the number of lecturers working	Low ratio of academic staff working in the field of specialisation to total academic staff	Increasing the employment of qualified academic staff for the specialisation area
Target 4.2. To increase the number of projects/patents/utility models/industrial designs in the field of specialisation		
Risk	Description	Control Activities
Insufficient number of projects in the field of specialisation	Low proportion of specialisation projects in total projects	Financially supporting the scientific activities of academic staff in the field of specialisation
Target 4.3. Increasing the Number of Scientific Activities in the Specialisation Area		
Risk	Description	Control Activities
Insufficient accommodation capacity	Inadequacy of accommodation facilities for large-scale meetings throughout the province	-
Target 4.4. Increasing the number of programmes and courses in the field of specialisation		
Risk	Description	Control Activities
Rejection of programme proposals	Proposed programme proposals are not approved by the Council of Higher Education	-
Target 4.5. Increasing Interaction for Regional Development in the Specialisation Area		
Risk	Description	Control Activities
Lack of private sector organisations operating in the field of specialisation	Throughout the region, in the field of University specialisation insufficient number of private sector organisations to establish cooperation	Increasing cooperation in the field of specialisation at national/international level

**Target 5.1. Strengthening the Institutional Belonging of Academic and Administrative Human Resources**

Risk	Description	Control Activities
External factors (transport, health, infrastructure)	Transport, health and negative impact on the belonging of our university staff due to infrastructure deficiencies	Increasing the number of protocols with qualified health institutions in neighbouring provinces

**Target 5.2. Ensuring Effective Participation of Internal and External Stakeholders in Decision Making Processes**

Risk	Description	Control Activities
Insufficient participation of external stakeholders in meetings	Low level of participation of external stakeholders in the meetings held in the boards of our university	Informing external stakeholders about the activities in advance, emphasising the importance of their participation for institutional improvement efforts

**Target 5.3. Increasing the Level of Internationalisation**

Risk	Description	Control Activities
Low international recognition	Due to the low international recognition of our university, the preference of qualified international students and academic staff is not at the desired level	Allocating sufficient budget for promotional activities of the university abroad and diversifying the activities

**Target 5.4. Improving the University's Position in National and International Rankings**

Risk	Description	Control Activities
Workload	High workload of academic staff due to extracurricular activities	Reducing the extracurricular workload of academic staff by increasing administrative human resources, enabling academic staff to spend more time on R&D activities

**Target 5.5. Disseminating Quality Culture**

Risk	Description	Control Activities
Resistance from stakeholders due to the workload involved in quality processes	Resistance of academic staff to participate in the relevant processes due to the intensity of the activities carried out within the scope of the quality processes of our university	Simplification of quality processes, Reducing the circulation of data in documents (evidence, reports, etc.), increasing the use of automation, adding relevant modules to the IMS to receive data and reports

## E. Costing

**Table 13:** Cost Table (₺)

	2024	2025	2026	2027	2028	Total Cost
<b>Purpose 1.</b>	<b>485.300.000</b>	<b>547.000.000</b>	<b>612.700.000</b>	<b>684.700.000</b>	<b>770.200.000</b>	<b>3.099.900.000</b>
Target 1.1.	165.000.000	195.000.000	226.000.000	258.000.000	300.000.000	1.144.000.000
Target 1.2.	309.000.000	339.000.000	372.000.000	410.000.000	451.000.000	1.881.000.000
Target 1.3.	7.200.000	7.900.000	8.700.000	9.600.000	10.600.000	44.000.000
Target 1.4.	2.100.000	2.300.000	2.500.000	2.800.000	3.100.000	12.800.000
Target 1.5.	2.000.000	2.800.000	3.500.000	4.300.000	5.500.000	18.100.000
<b>Purpose 2.</b>	<b>27.264.000</b>	<b>30.737.000</b>	<b>34.341.000</b>	<b>38.585.000</b>	<b>43.600.000</b>	<b>174.527.000</b>
Target 2.1.	5.100.000	5.600.000	6.100.000	6.700.000	7.400.000	30.900.000
Target 2.2.	17.000.000	19.550.000	22.000.000	25.000.000	28.750.000	112.300.000
Target 2.3.	1.230.000	1.350.000	1.500.000	1.640.000	1.800.000	7.520.000
Target 2.4.	34.000	37.000	41.000	45.000	50.000	207.000
Target 2.5.	3.900.000	4.200.000	4.700.000	5.200.000	5.600.000	23.600.000
<b>Purpose 3.</b>	<b>9.546.500</b>	<b>10.404.000</b>	<b>11.612.000</b>	<b>12.834.000</b>	<b>14.004.000</b>	<b>58.400.500</b>
Target 3.1.	5.130.000	5.550.000	6.200.000	6.840.000	7.400.000	31.120.000
Target 3.2.	103.500	119.000	137.000	158.000	182.000	699.500
Target 3.3.	813.000	935.000	1.075.000	1.236.000	1.422.000	5.481.000
Target 3.4.	2.400.000	2.600.000	2.900.000	3.200.000	3.500.000	14.600.000
Target 3.5.	1.100.000	1.200.000	1.300.000	1.400.000	1.500.000	6.500.000
<b>Purpose 4.</b>	<b>16.600.000</b>	<b>17.600.000</b>	<b>19.100.000</b>	<b>21.100.000</b>	<b>23.500.000</b>	<b>97.900.000</b>
Target 4.1.	3.300.000	3.500.000	3.800.000	4.200.000	4.700.000	19.500.000
Target 4.2.	4.300.000	4.500.000	4.800.000	5.200.000	5.600.000	24.400.000
Target 4.3.	1.800.000	2.000.000	2.300.000	2.700.000	3.200.000	12.000.000
Target 4.4.	1.800.000	2.000.000	2.300.000	2.700.000	3.200.000	12.000.000
Target 4.5.	5.400.000	5.600.000	5.900.000	6.300.000	6.800.000	30.000.000
<b>Purpose 5.</b>	<b>79.850.500</b>	<b>106.745.000</b>	<b>141.159.000</b>	<b>185.135.000</b>	<b>233.046.000</b>	<b>745.935.500</b>
Target 5.1.	71.295.500	97.325.000	130.859.000	173.855.000	220.746.000	694.080.500
Target 5.2.	1.100.000	1.200.000	1.300.000	1.400.000	1.500.000	6.500.000
Target 5.3.	5.600.000	6.200.000	6.800.000	7.500.000	8.200.000	34.300.000
Target 5.4.	755.000	820.000	900.000	980.000	1.100.000	4.555.000
Target 5.5.	1.100.000	1.200.000	1.300.000	1.400.000	1.500.000	6.500.000
<b>Total Cost</b>	<b>618.561.000</b>	<b>712.486.000</b>	<b>818.912.000</b>	<b>942.354.000</b>	<b>1.084.350.000</b>	<b>4.176.663.000</b>

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## MONITORING AND EVALUATION

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## 7. MONITORING AND EVALUATION

Monitoring and evaluation is the process of collecting and analysing data and information on targets and indicators, reporting the results and taking measures for improvement within the framework of the PDCA cycle. Determining the extent to which the goals and objectives in the strategic plan have been achieved is of great importance in creating performance information that contributes to institutional learning and development.

Achieving the goals and objectives set out in the Strategic Plan requires a systematic monitoring and evaluation process. In the monitoring activity, our university will monitor the realisation results of the goals and objectives in 6-month periods through performance indicators and report them in specified periods. In the evaluation, the extent to which the ongoing or completed activities ensure the achievement of the goals and objectives and the extent to which they contribute to the decision-making process will be determined. The evaluation will analyse the effectiveness and sustainability of the objectives, targets and performance indicators in the strategic plan.

The main responsibility in the monitoring and evaluation process lies with the senior manager. However, the "Strategy Development Board" and other relevant boards that may be established in line with the needs will be responsible for the execution of the process. The monitoring of targets, strategic performance indicators and risks is the responsibility of the expenditure authority of the unit responsible for the relevant target. The Strategy Development Department is responsible for consolidating the realisation values received from the expenditure units regarding the targets and presenting them to the senior manager.

To monitor the objectives, targets and performance indicators determined within this scope in a healthier way, the data sent by the expenditure units will be consolidated by the Strategy Development Department and semi-annual monitoring and year-end evaluation reports will be prepared and shared with the public on the website of the Strategy Development Department.



# Future Begins Here

BARTIN UNIVERSITY

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April, 2023

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