



FACULTY OF HEALTH SCIENCES

STRATEGIC PLAN 2019-2021

February 2019



the dissemination and development of civilized ideas and contemporary advancements throughout our country without losing a moment. For this, all scientists and scholars must regard working on this as a matter of honor.

A handwritten signature in black ink, which appears to be "M. Atatürk".



Recep Tayyip ERDOĞAN,
President



WHILE SHRINKING THE DELIGHTS, WE WILL GROW THE
GOALS

Prof. Dr. Orhan
UZUN, Rector

CONTENTS

SCHOOL OF HEALTH SCIENCES STRATEGIC PLAN	8
Faculty Strategic Plan Preparation Commission	8
CHAPTER I	9
SITUATION ANALYSIS	9
1.1. Institutional (Unit) History	... 9
1.2. Stakeholder Analysis	11
1.3. Human Resources Competency Analysis	13
1.4. Technology and Physical Resource Analysis	13
1.6. Analysis of Academic Activities	14
1.7. SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis	16
II. CHAPTER	19
VIEW OF THE FUTURE	19
2.1. Mission	19
2.2. Vision	19
2.3. Core Values	19
III. CHAPTER	20
DIVERSIFICATION STRATEGY	20
3.1. Location Preference	20
3.2. Success Zone Preference	21
3.3. Value Proposition Preference	21
3.4. Core Competency Preference	22
IV. SECTION	23
SECTION IV. STRATEGY DEVELOPMENT, DETERMINATION OF PURPOSE, OBJECTIVES AND STRATEGIES	23
4.1. Objectives	23
4.2. Goals	23
4.3. Indicators	24
V. SECTION	29
Monitoring and Evaluation	29

Tables Index

Table 1: Strategic Plan Preparation Committee Members	8
Table 2: Stakeholder Identification and Prioritization Table	11
Table 3: Number of Academic Personnel by Title	13
Table 4: Number of Classrooms/Laboratories/Offices	13
Table 5: Laboratories	13
Table 6: Printers and Computers	13
Table 7: Academic Staff by Department by Years	14
Table 8: Analysis of Academic Activities	14
Table 9: Target Card 1	24
Table 10: Target Card 2	24
Table 11: Target Card 3	25
Table 12: Target Card 4	25
Table 13: Target Card 6	25
Table 14: Target Card 7	26
Table 15: Target Card 8	26
Table 16: Target Card 10	26
Table 17: Target Card 11	27
Table 18: Target Card 14	27
Table 19: Target Card 15	28
Table 20: Target Card 17	28
Table 21: Target Card 18	28
Table 22: Target Card 21	29
Table 23: Target Card 22	29
Table 24: Target Card 23	29
Table 25: Strategic Plan Monitoring Commission	30



PRESENTATION

Our faculty has important contributions and responsibilities aimed at training qualified human resources of high quality to provide healthcare services. Aware of this responsibility, our faculty aims to train professional members who possess sufficient knowledge and expertise to deliver healthcare services to the community, by following the information and technologies advancing in their field, in line with the purpose of protecting, improving, and developing health. In addition, it aims to become one of the Faculties that can effectively carry out the understanding of our University as an “Education-Centered University,” which our University places importance on. It is crucial that the knowledge gained in theoretical courses in Health Sciences be transformed into skills in practice areas. After our students complete their applied training on up-to-date simulators and models in skills laboratories, they will carry out their clinical training in public and private hospitals, in schools affiliated with the Provincial Directorate of National Education, in the Directorates of Family and Social Policies, at Community and Family Health Centers, and in institutions affiliated with the Provincial Directorate of Health. With our academic staff developing and growing day by day, our faculty will serve our country with its mission to train health professionals who can think critically, have strong interpersonal communication skills, embrace professional ethical values, and possess adequate knowledge and clinical skills. The strategic plan we have prepared to follow these goals will guide us. With this strategic plan covering 2019–2021, it will be possible for us to see our faculty’s strengths and weaknesses, the opportunities and threats we may face, when and how we will reach the targets we aim for, and how we will evaluate the results we achieve. In addition, we believe this strategic plan will contribute to the development of our faculty through its benefits such as making efficient use of the resources we have, emphasizing a sharing, participatory, and transparent approach to management, increasing the quality of education and work, improving productivity, enhancing cooperation with our stakeholders, and reducing bureaucratic procedures.

Prof. Dr. Ahmet KARADAĞ
Acting Dean

SCHOOL OF HEALTH SCIENCES STRATEGIC PLAN

INTRODUCTION

Bartın University School of Health Sciences 2019-2021 Strategic of the plan Preparation began on 5 February 2019. The Faculty Strategic Plan was prepared by a commission formed by our faculty. First, the Strategic Objectives and Targets and Performance Criteria were established for this plan, which is our first plan. During the preparation stage, two meetings were held with faculty members; based on the views and suggestions that emerged as a result of the meetings, the commission prepared the Department Strategic Plan. Starting from 10 February 2019, in order to ensure parallelism with the Bartın University Strategic Plan, our Faculty Strategic Plan was revised again, and it took its final form on 28 February 2019.

Faculty Strategic Plan Preparation Commission

A commission was established to prepare our Faculty's Strategic Plan. This commission developed the Strategic Objectives and Targets by evaluating the opinions and suggestions presented in meetings held with our Faculty's academic staff.

Table 1: Strategic Plan Preparation Commission Members

ROLE	TITLE	NAME SURNAME	DEPARTMENT
Chair	Prof. Dr.	Ahmet KARADAĞ	Acting Dean
Member	Assoc. Prof. Dr.	Ayfer BAYINDIR ÇEVİK	Nursing
Member	Assistant	İlknur DOLU	Nursing
Member	Professor	Ayfer ÖZTÜRK	Nursing
Member	Faculty Secretary	V. Nazan DEMİR	Dean's Office

CHAPTER I

SITUATION ANALYSIS

1.1. Institutional (Unit) History

Pursuant to the Additional Article 30 of Law No. 2809 dated 28/3/1983, and upon the proposal letters of the Ministry of National Education, it was decided by the Council of Ministers on 17/01/2018 to establish the Faculty of Health Sciences, under Bartın University Rectorate; it was published in the Official Gazette dated 16 February 2018, issue No. 30334.

Within Bartın University Faculty of Health Sciences, there is an undergraduate program consisting of the Department of Nursing, the Department of Nutrition and Dietetics, the Department of Physiotherapy and Rehabilitation, the Department of Health Management, the Department of Child Development, the Department of Social Work, the Department of Audiology, the Department of Emergency Aid and Disaster Management, and the Department of Midwifery.

Departments and Main Fields of Study Available at
Our Faculty: Department of Nursing

Fundamentals of Nursing Department

Nursing of Internal Diseases Department

Department of Surgical Nursing

Department of Child Health and Diseases Nursing

Department of Obstetrics and Gynecology Nursing

Department of Psychiatric Nursing

Department of Public Health Nursing

Department of Nursing Management

Department of Nursing

Education (Nutrition and
Dietetics)

Department of Nutrition Sciences

Department of Dietetics

Department of Mass Nutrition Systems

Department of Public Nutrition,

Division of Physiotherapy and

Rehabilitation

Department of Orthopedic Rehabilitation

Department of Neurological Rehabilitation

Department of Cardiopulmonary Rehabilitation
 Department of Prosthetics and Orthotics Physiotherapy
 Department of Geriatric
 Physiotherapy, Health
 Management Division
 Department of Hospital Management
 Department of Health Informatics and Technologies
 Department of Health Economics
 Department of Health Policies
 Department of Health Systems
 Management, Child Development
 Division
 Department of Child
 Development, Department
 of Social Work
 Department of Social
 Work, Department of
 Audiology
 Department of Audiology
 Department of Emergency Assistance and Disaster Management
 Department of Emergency Assistance
 and Disaster Management, Department
 of Gerontology
 Department of
 Gerontology,
 Department of
 Department of Midwifery
 Midwifery

Teaching and research priorities of the departments within the Faculty of Health Sciences are being identified, and work has begun to establish the modern teaching infrastructure and a qualified faculty of academics required. After the academic infrastructure is completed, it is planned to begin educational and training activities in other departments besides Nursing in the short term.

Nursing established within the Bartın University Faculty of Health Sciences Its Department is located within the Ağdacı Campus of the Faculty of Forestry of Bartın University. It is planned to begin operations in the ground floor premises of the Binada, by admitting its first students in the 2019-2020 academic year.

Batin University, which aims to train qualified healthcare professionals for the healthcare sector At the Faculty of Health Sciences of the University as well, as in the education programs of all practice-based disciplines, theoretical knowledge and clinical experience are inseparable parts that complement each other. complement one another, just like in all practice-based disciplines' education programs.

It is planned to carry out education by means of a simulation laboratory and equipment, equipped with contemporary technology that supports its philosophy, vision, mission, and nursing education values; enabling theoretical education to be put into practice, and to implement it in application areas linked to the public and private sectors.

1.2. Stakeholder Analysis

The stakeholders that our Faculty, which is in the setup phase, plans to collaborate with are listed below:

Internal Stakeholders: Rectorate, Dean's Office, Administrative Staff of the Dean's Office, Academic Staff, Administrative staff, Undergraduate Students of the Departments, Other Faculties/Schools/Vocational Schools and Departments affiliated with Bartın University, Directorate of Health Culture and Sports, Personnel Department, Student Affairs Department, Library, Scientific Research Projects Coordination Unit, General Coordination Office for Projects and Technology, Distance Education Center, Continuing Education Center
External Stakeholders: Higher Education Council (YÖK, ÖSYM), all healthcare institutions affiliated with the Ministry of Health, healthcare institutions of local government units, institutions affiliated with the Ministry of National Education, institutions affiliated with the Ministry of Labor and Social Security, Nursing Faculties/Departments and Colleges affiliated with other universities, Research Centers, National and International Universities, other universities, Non-Governmental Organizations, Graduates of Bartın University SBF, press and publishing organizations, and the parents of students in the relevant department.

1.2.1 Identification and Prioritization of Stakeholders

Information regarding the identification of our faculty's internal and external stakeholders and their prioritization status is provided in Table 2.

Table 2: Stakeholder Identification and Prioritization Table

Stakeholder Name	Internal Stakeholder/External Stakeholder	Level of Importance	Effect Level	Priority
Internal Stakeholders	Internal Stakeholder	5	5	1
Rectorate	Internal Stakeholder	5	5	1
Dean's Office	Internal Stakeholder	5	5	1
Academic Staff	Internal Stakeholder	5	5	1
Administrative Staff	Internal Stakeholder	5	5	1
Faculty Undergraduate Students	Internal Stakeholder	5	5	1

To Bartın University Other Related Faculty/ School/Vocational College	Internal Stakeholder	4	4	2
Graduate School and Departments	Internal Stakeholder	4	4	2
Directorate of Health, Culture, and Sports	Internal Stakeholder	4	4	2
Directorate of Personnel	Internal Stakeholder	4	4	2
Directorate of Student Affairs	Internal Stakeholder	4	4	2
Library	Internal Stakeholder	4	4	2
Scientific Research Projects Unit	Internal Stakeholder	4	4	2
Office of External Relations	Internal Stakeholder	4	4	2
Distance Education Center	Internal Stakeholder	4	4	2
Continuing Education Center	Internal Stakeholder	4	4	2
EXTERNAL STAKEHOLDERS				
Council of Higher Education (YÖK, ÖSYM)	External Stakeholder	5	5	1
Affiliated with the Ministry of Health Institutions	External Stakeholder	5	5	1
Local Government Units' Health Institutions	External Stakeholders	5	5	1
Institutions Affiliated with the Ministry of National Education	External Stakeholders	4	4	2
Institutions Affiliated with the Ministry of Labour and Social Security	External Stakeholders	4	4	2
Nursing Faculties/ Departments and Schools Affiliated with Other Universities	External Stakeholders	4	4	2
Research Centers	External Stakeholders	4	4	3
National and International Universities	External Stakeholders	4	4	2
Bartın University SBF Graduates	External Stakeholders	4	4	3
Non-governmental Organizations	External Stakeholders	4	4	3
Media Organizations	External Stakeholders	4	4	3
Department Students' Parents/Guardians	Internal Stakeholders	4	4	2

1.3. Human Resources Competency Analysis

Our faculty has 6 academic staff members in the Nursing Department: 1 professor, 1 associate professor, 2 assistant professors, and 2 research assistants. With 1 assistant professor who will start in the Midwifery Department, there are 7 academic staff members.

Table 3: Number of Academic Personnel by Title

Title	Number
Nursing Department	
Professor	1
Associate Professor	1
Dr. Lecturer (Associate Professor)	2
Research Assistant	2
Department of Midwifery	
Dr. Lecturer (Associate Professor)	1

1.4. Technology and Physical Resource Analysis

1. .1. Physical Infrastructure

in the ground floor of the Faculty of Forestry entrance building at the location
Adda Campus of our university.
It is used in total as 11,400 m². At our Faculty,

The establishment of the Anatomy Laboratory is planned, and the Vocational Training Laboratory will be jointly used with the Health Services Vocational School.

Table 4: Number of Classrooms/Laboratories/Offices

Room Name	Number
Faculty offices	5
Administrative offices	2

Table 5: Laboratories

	Number	Area (m ²)
Anatomy Laboratory, Faculty of Health Sciences	1	60.61
SHMY Vocational Skills Laboratory	1	60.17

Table 6: Printers and Computers

Type	Quantity
Printer	2
Desktop Computer	8

1.6. Analysis of Academic Activities

Our faculty is being newly established, and within the scope of academic activities—education and training, research and development, entrepreneurship, and societal contribution—an assessment has been made to identify the strengths, weaknesses, and areas that need improvement in the core academic activities. Recommendations have also been provided on what should be done in the areas that require development.

Table 7: Department Academic Staff by Year

Years	Professor	Associate Professor	Asst. Prof. DMember	Lecturer	Research Assistant	Total
2019-2020	1	1	3	0	2	7

Table 8: Analysis of Academic Activities

Core Academic Activities	Strengths	Areas That Need Improvement	What should be done?
Education-Teaching	- Young and dynamic staff - Availability of distance education in some courses - Sufficient library resources and easy access to information - Having a learning center for students such as BÜNSEM - Supportive institutional culture - The management should attach importance to institutionalization and sustainability, and be committed to institutionalization efforts	- Physical conditions for the unit - Number of faculty members - Laboratory facilities - Application areas - Development of education and training curricula	- Safe, functional, and aesthetic physical spaces must be established - The need for classrooms and laboratories to improve the physical conditions related to education must be addressed. - The number of academic staff should be increased, and training should be provided for staff development. - The educational technology infrastructure should be strengthened so that the newly opened programs can be carried out for the promotion of the faculty - The information packages should be prepared and regular updates should be made. - Accreditation-related work for the faculty and the department should be initiated.

Research and Development	-The university library's member access to a large number of databases provides opportunities to access numerous scientific studies -Supporting institution culture	- Lack of financial resources to participate in scientific meetings and congresses	-Financial support should be provided for participation in scientific meetings and congresses. -Activities should be carried out to improve the project-making skills of academic staff. -Activities should be carried out to increase the quality of scientific studies, the library's printed and electronic resources related to health sciences should be increased.
Entrepreneurship	-Leadership/Entrepreneurship having elective courses on the subject supporting institution culture	-Having the department newly established	- Elective courses on topics such as entrepreneurship and innovation should be increased. Students should be improved in the areas of education and training, research and development, and social activities must be increased.
Social Contribution	-Supportive institutional culture	- The Department's establishment reason due to sectoral (Hospital-Provincial Directorate of Health, etc.) level cooperation at the desired level could not be achieved	-Scientific and social activities must be increased. -For the health of the public protection and development training programs should be organized. -Cooperation with Hospitals and the Provincial Directorate of Health important matters related to health in days and weeks with student participation events should be planned.

1.7. SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis

With the SWOT analysis, our faculty aims to ensure the effective use of its available resources, reveal its strengths and weaknesses, determine the impact of external environmental factors, evaluate opportunities by forecasting the opportunities and threats it will face in advance, eliminate threats, and work toward achieving the specified strategy and vision.

Bartın University Faculty of Health Sciences' faculty members and newly established as a faculty, our strengths and weaknesses were addressed in a realistic manner and assessed.

In the department's situation analysis, information is provided regarding institutional history, stakeholder analysis, competence analysis of human resources, proportional development of academic staff and student numbers, technology and physical resource analysis, and analysis of academic activities. Then, our Faculty's SWOT analysis was conducted.

Strengths	Weaknesses
Having an innovative and peaceful working environment, Young and dynamic academic staff, Good communication with the university's other units, Training a respected and progressing professional, Being able to reach every level of the administration comfortably. Since it is a newly opened department the low number of students per faculty member The availability of an optional English preparatory program The faculty's location within the campus which allows for good communication opportunities with other departments The Erasmus program exists within our university, making student and academic staff exchange possible National and international scientific activities for participation in conferences—both the organization and the attended conferences The university library's access to online sources from various data Graduates having access to job opportunities	Teaching in some specialty areas due to the absence of suitable staff members and their insufficient number the low number of faculty members that part of the need for teaching staff be met through assignments outside the unit that laboratory spaces and equipment are not fully provided that the teaching staff's workloads are too high, preventing them from devoting time to activities that would contribute to their development that hospitals are located at a distance away from the university environment The faculty does not have its own building Inadequate physical conditions for education and practical training areas Insufficient financial resources Lack of graduate programs Insufficient university social and cultural activities Lack of sufficient cooperation with international institutions and organizations Insufficient international experience among the academic staff Lack of a student information technology laboratory Absence of the Institute of Health Sciences graduate education cannot be provided Having too much workload for academic staff The student follow-up system has not yet been established what students can access/register for in the system in the clinical fields, the student's opportunity to observe cases and acquire technical skills is limited

Opportunities	Threats
The faculty is located in a safe city like Bartın. Healthcare services under one roof. the fact that regulations have been made regarding its collection. The geographical location of the province where the school is located, Accommodation for students in the province the absence of a problem, The city's economic conditions suitability Jobs for graduating students not having problems The school building is in the city center. Its location makes it easy to access. Our country's need for healthcare professionals is increasing.	Due to factors such as the city's physical and geographical location, high-achieving students are less likely to choose our college in the Higher Education Institutions Examination (YKS). Limited social activities, Sharing practical training areas in clinical and field applications with other schools providing health education. The decline in the quality of education in primary and secondary schools. The lack of infrastructure in primary and secondary healthcare facilities, and the shortage of internship and practical training areas for students in the province, especially in the 3rd Research Hospital and University (hospital) absence of a healthcare facility, The inadequacy of the funding allocated to universities. Insufficient budget allocated to the department. Admitting students through vertical transfer from different fields. The lack of adequate guidance services provided to students regarding the professions they will choose in the YKS (University Entrance Examination). Essential for an academic career due to the increasing difficulty of examinations and conditions. difficulties in recruiting teaching staff, The fact that there are very few journals indexed in SCI-SSCI in our country. National and regional problems experienced in the health sector. Increasing student quotas negatively impacts the quality of education. The unplanned increase in student numbers and the unfair competition it creates. Over the responsibilities of health care professionals and lack of professional responsibilities. the persistence of professional field violations due to The fact that postgraduate education is not preferred due to the lack of material and moral rewards for specialization. National and regional problems experienced in the health sector.

II. DEPARTMENT

LOOKING TO THE FUTURE

In this section, our Faculty's mission, vision, and core values have been determined through a participatory method in a manner consistent with the purpose, objectives, and indicators that will form the basis of the strategic plan.

2.1. Mission

With a student-centered approach, our Faculty aims to train equipped healthcare professionals who have adopted lifelong learning as a principle; who, using scientific methods together with a sense of social responsibility, contribute to the protection, improvement, and development of society's health; who are committed to ethical values; who are research-oriented and capable of analysis and synthesis; who are inclined toward teamwork; who know languages; who continuously renew themselves professionally and culturally; and who contribute to society and to universal science.

2.2. Vision

In the field of Health Sciences, in education, teaching, and practice, having reached national standards, with a solution-oriented approach, conducting research into scientific and societal problems and to be a respected faculty, with a strong sense of corporate culture and belonging, that is preferred through the training it provides.

2.3. Core Values

Our Faculty of Health Sciences;

Respect for people and nature,

Justice,

Tolerance,

Commitment to ethical values,

Participation,

Transparency,

Accountability,

They have adopted academic thinking and freedom,

social responsibility,

entrepreneurship,

as principles.

III. DEPARTMENT

Differentiation Strategy

In this section, the faculty's differentiation strategies are explained, developed in line with the mission, vision, and core values of the Faculty of Health Sciences.

3.1. Location Preference

It is planned that, in the 2019–2020 academic year, the Nursing Department of the Faculty of Health Sciences will begin its activities. Due to the high proportion of young people in our country, there is a high demand for higher education. In particular, this demand is greater for health-related fields. In order to respond to this demand, there is a tendency to increase the number of universities and quotas (contingents). Our university is the only university located in Bartın. With the newly established Faculty of Health Sciences, it will both meet the higher education needs of the region in the field of health and contribute to the city's economic development through the number of students and staff expected to increase over the years. The faculty's current teaching staff will devote a significant portion of their time to education and training and research activities. Therefore, the Faculty of Health Sciences aims to be a faculty focused on education and research. Because we will be education and student-centered, emphasis will be placed on the widespread adoption of a skills-based approach to education and its application. Optional foreign language preparatory training in the departments affiliated with our faculty will be provided by the School of Foreign Languages. Our faculty aims for students to use a language at least at the Council of Europe English Language Portfolio (European Language Portfolio) B1 General Level and to be able to monitor information in their field and communicate with their colleagues. This is an important element in achieving our faculty's foreign-language education and training objective. As in other units of our university, it is planned to initiate accreditation studies in our faculty's departments as well.

when the academic year begins and when sufficient teaching staff are provided in the future. By establishing the Institute of Health Sciences, it is planned to begin postgraduate education and training activities in the field of Nursing.

With the activities related to the education we plan to provide (in-service training panel, conferences, courses; etc.), it will contribute both to being an education-focused faculty and to raising awareness in the region regarding the health sector.

Bartın University is located in a historic, natural, and touristic area, and is close to metropolitan cities such as Ankara and Istanbul, making it an ideal student city due to its proximity and because it is a safe city.

3.2. Preference for the Success Region

In order to be in line with the education-focused positioning of Bartın University, it is important to determine the preference for the success region. Our faculty has various departments that are in demand in the field of health sciences. The Faculty of Health Sciences has recently requested student intake for the Nursing Department. The nursing students who will come to this program will contribute to increasing the university's success. Student admission will be planned after the number of academic staff in the other departments is completed. Among our preferred priorities are continuing new research activities planned to be carried out within the Faculty of Health Sciences, as well as activities aimed at increasing awareness in the region in the field of health through work dedicated to protecting and improving health. Within this scope, by collaborating with hospitals, schools, and other institutions in the region, efforts will be planned to transfer the Faculty of Health Sciences' knowledge and experience to external stakeholders. The Faculty of Health Sciences, through its Nursing Department, can contribute to conducting health education and follow-up activities within the scope of preventive health services in all schools affiliated with the Provincial Directorate of National Education and in community health centers. In this regard, the opening of the Nursing Department within the Faculty of Health Sciences is our priority objective, and we are working to meet and increase the need for academic personnel in this area. Within the newly to be established Research Laboratory, research and training facilities will be established. The Faculty of Health Sciences can also use the existing facilities and the facilities will be equipped with the necessary equipment. Our fundamental principle will be to urgently open departments related to health—starting with our Midwifery Department, where demand is highest—and to train the qualified health care professionals required in this field.

3.3. Value Proposition Preference

In line with our Faculty's preferred Location and Success Region, it is targeted to first carry out interdisciplinary education activities, to carry out projects and research, and to increase both the number and quality. On the other hand, the Faculty of Health Sciences, by doing so

It aims to increase public awareness of activities within the scope of social responsibility, with a view to protecting and improving the health of the region and the people in it.

3.4. Core Competency Preference

Within the Faculty of Health Sciences, departments established will provide education across a broad spectrum. At present, it employs 6 academic staff and 2 administrative staff. The academic staff are mostly young, are willing in education and training as well as research, are able to work in cooperation with other academic staff, and have professional qualifications. In order to develop the competency areas listed above for our faculty and to continuously improve our existing resources and capabilities,

To equip the faculty with qualified academic and administrative staff to carry out high-quality educational activities,

To open postgraduate programs by addressing faculty member deficiencies,

To eliminate infrastructure deficiencies in the faculty building,

To ensure that the offices and classrooms in the faculty building have modern equipment,

To increase the number and quality of professional skill laboratories that support applied education,

Commitment to increasing scientific research and publications,

Teaching staff being open to national and international exchange and developments, and having the potential to follow innovations,

Encouraging staff participation in activities such as training, courses, and congresses,

Technological resources being new and having a high quality of information services,

Increasing the university's economic contribution to the city and raising awareness,

Providing effective advisory services to students,

Setting up clubs for the students planned to be enrolled,

Placing greater emphasis on promotional activities,

The aim is to increase the training programs for educators.

IV. DEPARTMENT

DETERMINATION OF STRATEGY, PURPOSE, OBJECTIVES AND STRATEGIES

Our Faculty has been newly established, and as of 2019–2020 it is planned to begin education and training in the Nursing Department with the first-year cohort of 30 students (+15 foreign students). After completing the faculty positions for the Midwifery Department, it is planned to admit students in 2020–2021. In order to achieve the vision of our Faculty, the objectives determined by taking into account the differentiation strategy consisting of the needs identified in the situation analysis, the position, the value proposition and the basic competency preferences, as well as the targets aimed at realizing these objectives, are presented below.

4.1. Objectives

Objective 1. Increase Student Success through Student-Centered Education

Objective 2. Improve Scientific Research and Publication Activities in Terms of

Quality and Quantity

Objective 3. Disseminate and Institutionalize Entrepreneurial and Innovative Activities across the University

Objective 4. Increase Social, Cultural and Scientific Activities for Regional

Development Objective 5. Develop the Institutional Culture through a

Participatory Governance and Organization Structure

4.2. Goals

Goal 1.1. The physical and academic infrastructure of education

and training will be improved. Goal 1.2. The education and training

programs will be improved.

Goal 1.3. The qualifications of Undergraduate/Associate Degree students who come

to our university will be improved.

Goal 1.4. Guidance and counseling services for students will be developed.

Goal 2.1. The research infrastructure will be improved.

Goal 2.2. The number of scientific research projects carried out at our

university will be increased.

Goal 2.3. Ensure the participation of our university's researchers in national and international scientific events

Goal 2.5. The number and quality of publications at the national and international levels will be increased. Goal 3.1. To develop education and training activities related to entrepreneurship.

Goal 3.4. The number of activities that will enable students' personal and social development will be increased.

Goal 4.1. The university's national and international scientific activities will be increased.

Under objective 4.3, the university's social and cultural activities will be increased.

Goal 4.4. Activities aimed at the development of the region will be increased.

Goal 5.3. Effective participation of stakeholders in decision-making processes will be ensured.

Goal 5.4. The University's recognition at national and international levels will be increased.

Goal 5.5. A quality culture will be widespread throughout the institution.

4.3. Indicators

Table 9: Target Card 1

Purpose (A1)	Increase Student Success through Student-Centered Education				
Goal (H1.1)	The physical and academic infrastructure of education and training will be improved.				
Performance Indicators	Impact on the Goal (%)	Initial value for the planning period 2018	2019	2020	2021
PG1.1.1. The number of academic staff participating in training of trainers	30	0	5	11	17
PG1.1.2. The adequacy level (%) of training equipment and materials	30	0	50	60	70
PG1.1.3. Number of students per faculty member	20	0	10	20	30
Number of students per academic staff member	20	0	5	10	20

Table 10: Target Card 2

Objective (A1)	Increase Student Success through Student-Centered Education				
Target (H1.2)	The education and training programs will be improved.				
Performance Indicators	Effect on the Target (%)	Baseline Value for the Plan Period 2018	2019	2020	2021
Number of course curricula updated in line with stakeholder and public expectations (PG1.2.4)	30	0	1	2	3
The number of courses delivered through distance education	30	0	4	8	12
the review and update frequency of course information packs	40	0	1	2	3
the review and update frequency					

Table 11: Target Card 3

Purpose (A1)	Increase Student Achievement Through Student-Centered Education				
Target (H1.3)	The qualifications of Associate Degree/Bachelor's students who come to our university will be improved.				
Performance Indicators	Effect on the Target (%)	Baseline Value at the Start of the Plan Period 2018 0	2019	2020	2021
Average of students' university entrance cutoff scores	30		280	0	300
Number of placed students as a percentage of the quota (%)	70	0	100	29 100	100

Table 12: Target Card 4

Objective (A1)	Improve Student Achievement through Student-Centered Education				
Target (H1.4)	Advisory and counseling services for students will be developed.				
Performance Indicators	to the target Effect (%)	Plan Period Starting Value 2018	2019	2020	2021
PG1.4.2. At the undergraduate level number of students per advisor	50	0	5	10	20
PG1.4.4. Level of students' satisfaction with administrative staff services (%)	25	0	0	51	60
PG1.4.5. Level of students' satisfaction with academic advising services (%)	25	0	0	60	90

Table 13: Target Card 6

Objective (A2)	Develop Scientific Research and Publication Activities in Terms of Quality and Quantity				
Target (H2.1.)	The research infrastructure will be improved.				
Performance Indicators	Target Effect (%)	Planned Period Starting Value 2018	2019	2020	2021
PG2.1.4. Number of auxiliary academic staff involved in R&D activities	30	0	0	1	2
PG2.1.6. To create an infrastructure project for research purposes	20	0	0	0	1
PG2.1.7. Number of activities with participation aimed at increasing the research competencies of faculty members	50	0	1	2	3

Table 14: Target Card 7

Objective (A2)	Improving Scientific Research and Publication Activities in Terms of Quality and Quantity				
Target (H2.2.)	The number of scientific research projects carried out at our university will be increased.				
Performance Indicators	Impact on the Target	Plan Period Baseline Value 2018	2019	2020	2021
PG2.2.1. Number of research projects funded by public or private sector financed research project	50	0	0	1	2
PG2.2.4. Number of completed scientific research projects	40	0	0	0	1
PG2.2.5. Number of interdisciplinary R&D projects	10	0	0	0	1

Table 15: Target Card 8

Purpose (A2)	Developing Scientific Research and Publication Activities in Terms of Quality and Quantity				
Target (H2.3.)	To enable our university's researchers to participate in national and international scientific activities.				
Performance Indicators	Target Effect (%)	Planned Period Initial Value 2018	2019	2020	2021
PG2.3.1. Number of faculty members benefiting from international exchange programs	50	0	1	2	3
PG2.3.2. Number of scientific events in which academic staff participate actively	30	0	2	3	4
For research purposes number of teaching staff going abroad	20	0	0	0	1

Table 16: Target Card 10

Objective (A2)	Improving Scientific Research and Publication Activities in Terms of Quality and Quantity				
Target (H2.5.)	The number and quality of publications at national and international levels will be increased.				
Performance Indicators	For the target Impact (%)	Baseline value at the start of the plan period 2018	2019	2020	2021
PG2.5.1. Total number of scientific publications	20	0	3	4	5

PG2.5.2. Publications per faculty member that fall within international scientific journals (SCI, SCI-Expanded, SSCI, AHCI)	25	0	0	0	1
PG2.5.3. Publications per faculty member that fall within other internationally indexed journals	20	0	0	0	1
PG2.5.4. Publications per faculty member that fall within international scientific journals (SCI, SCI-Expanded, SSCI, AHCI)	25	0	0	0	2
PG2.5.5. per faculty member national and international number of citations in journals and books	10	0	0	0	2

Table 17: Target Card 11

Purpose (A3)	To disseminate and institutionalize entrepreneurial and innovative activities across the university				
Target (H3.1.)	To improve teaching and learning activities related to entrepreneurship				
Performance Indicators	Target Effect (%)	Planned Period Initial Value 2018	2019	2020	2021
PG3.1.2. Number of courses themed around innovation and entrepreneurship	100	0	1	2	3

Table 18: Target Card 14

Purpose (A3)	To expand and institutionalize entrepreneurial and innovation-related activities across the university				
Target (H3.4.)	Activities that will support students' personal and social development will be increased.				
Performance Indicators	Target Impact (%)	Plan Period Starting Value 2018	2019	2020	2021
PG3.4.1. Number of activities organized for students' personal and social development	35	0	1	2	3
PG3.4.2. Number of active members in student clubs	25	0	1	2	3
PG3.4.3. Number of annual activities of student clubs	40	0	1	2	3

Table 19: Target Card 15

Objective (A4)	Increase Social, Cultural, and Scientific Activities for Regional Development				
Target (H4.1.)	The university's national and international scientific activities will be increased.				
Performance Indicators	Impact on the Target (%)	Baseline Value for the Planning Period 2018	2019	2020	2021
PG.4.1.1. Number of organized national scientific events	100	0	1	2	3

Table 20: Target Card 17

Purpose (A4)	Increase Social, Cultural, and Scientific Activities for Regional Development				
Target (H4.3.)	The university's social and cultural activities will be increased.				
Performance Indicators	Impact on the Target (%)	Planning Period Starting Value 2018	2019	2020	2021
PG.4.3. Community contribution purposeful number of organized events	100	0	1	2	3

Table 21: Target Card 18

Purpose (A4)	Increase Social, Cultural, and Scientific Activities for Regional Development				
Goal (H4.4.)	Activities aimed at the development and progress of the region will be increased.				
Performance Indicators	Impact on the Target (%)	Planned Period Baseline Value 2018	2019	2020	2021
Number of projects prepared for the region	30	0	0	0	1
PG.4.4.5. Number of joint studies conducted with institutions in the region	70	0	0	0	1

Table 22: Target Card 21

Purpose (A5)	Developing the Participatory Management and Organizational Structure and the Institutional Culture				
Target (H5.3.)	Effective participation of stakeholders in decision-making processes will be ensured.				
Performance Indicators	Impact on the Target (%)	Plan Period Baseline Value 2018	2019	2020	2021
PG5.3.1. Number of academic staff participating in meetings held in units meetings	30	0	2	4	6
PG5.3.3. Number of students participating in meetings held in units meetings	70	0	0	30	60

Table 23: Target Card 22

Purpose (A5)	To improve the institutional culture together with the Participatory Management and Organization Structure				
Target (H5.4.)	The university's recognition at national and international levels will be increased.				
Performance Indicators	Impact on the Target (%)	Initial Value of the Plan Period 2018	2019	2020	2021
PG5.4.1. Number of promotional activities, brochures, catalogs, etc.	100	0	0	1	2

Table 24: Target Card 23

Purpose (A5)	To Improve the Institutional Culture Through Participatory Management and Organizational Structure				
Target (H5.5.)	A quality culture will be promoted throughout the institution.				
Performance Indicators	Impact on the Target (%)	Plan Period Starting Value 20178	2019	2020	2021
PG5.5.2. for the quality culture number of training activities carried out	100	0	4	5	6

V. DEPARTMENT

MONITORING AND EVALUATION

After the approval of our Faculty's 2019–2021 Strategic Plan, implementation studies will be initiated. In order to achieve the objectives and targets specified in the Plan, the activities to be carried out throughout the period will be systematically monitored and evaluated. Based on the results of this evaluation, our Faculty's mission, vision, and core values in the Strategic Plan

Reports on the status of the realization of the specified objectives and targets will be prepared. These reports, which include annual implementation results and performance evaluations, will be published on our Faculty's website through the Unit Activity Reports to be prepared by the end of February each year. The strategic plan includes the timeframes for our Faculty to achieve its objectives and targets, as well as the resources that must be used. In addition, performance indicators have been set to evaluate the extent to which plan targets are achieved, with attention paid to ensuring that these indicators are objective and measurable. This explanation and these indicators will enable easier monitoring and evaluation of the activities carried out during the plan period. Furthermore, within the scope of the interim reports to be prepared on matters such as the timeframe for achieving the targets, the percentage achieved, and the identification of new resource needs, to which the activities envisaged in the plan meet the objectives and targets will be analyzed. Then, at the end of each year, the proportion of the envisaged activities that has been completed will be examined. As a result of these reviews and evaluations, if there are no significant internal or external changes in our Faculty and the strategies and activities are carried out as planned, and if developments toward achieving the objectives are positive, implementation of the Strategic Plan will continue. If the targets are not achieved, an examination will be conducted regarding the reason; after determining the causes of the shortcomings that emerge, corrective and preventive measures will be taken for deficiencies at the personal and Faculty/Department levels. For outcomes that occur due to factors that cannot be controlled outside the Faculty/Department, the targets will be revised. Our Faculty Strategic Planning commission will collect the data received from the departments once a year, analyze and evaluate it, and then submit a report to the Rectorate and the Strategy Development Directorate. The commission established to monitor our Faculty's Strategic Plan is as follows.

Table 25: Department Strategic Plan Monitoring Commission

RESPONSIBILITY	TITLE	NAME SURNAME	DEPARTMENT
Chairperson	Assoc. Prof. Dr.	Ayfer BAYINDIR ÇEVİK	Nursing
Member	Assist. Prof.	İlknur DOLU	Nursing
Member	Assist. Prof.	Ayfer ÖZTÜRK	Nursing

