



The spread and development of civilized ideas and contemporary progress through all scholars and citizens without considering a moment and area a matter of honor.





Recep Tayyip ERDOĞAN
President



WHILE SHRINKING THE SOULS, WE WILL GROW OUR GOALS

Prof. Dr. Orhan UZUN
Rector

CONTENTS

STRATEGIC PLAN OF THE FACULTY OF HEALTH SCIENCES	9
FACULTY STRATEGIC PLAN PREPARATION COMMISSION	9
I. DEPARTMENT	.. 10
SITUATION ANALYSIS	10
1.1. INSTITUTIONAL (UNIT) HISTORY	10
1.2. STAKEHOLDER ANALYSIS	12
1.2.1 Identification and Prioritization of Stakeholders	12
1.3. HUMAN RESOURCES COMPETENCY ANALYSIS	14
1.4. PROPORTIONAL DEVELOPMENT OF ACADEMIC STAFF AND STUDENT NUMBERS	14
1.5. TECHNOLOGY AND PHYSICAL RESOURCES ANALYSIS	15
Physical Infrastructure	15
1.6. ANALYSIS OF ACADEMIC ACTIVITIES	16
1.7. SWOT (STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS) ANALYSIS	18
II. CHAPTER	21
2.1. MISSION	21
2.2. VISION	21
2.3. CORE VALUES	21
III. CHAPTER	22
DIFFERENTIATION STRATEGY	22
3.1. LOCATION PREFERENCE	22
3.2. PREFERRED SUCCESS AREA	22
3.3. VALUE PROPOSITION PREFERENCE	23
3.4. CORE COMPETENCY PREFERENCE	23
IV. CHAPTER	25
DETERMINING STRATEGY DEVELOPMENT, PURPOSE, GOALS, AND STRATEGIES	25
4.1. Objectives	25
4.2. Targets	25
4.3. INDICATORS	26
SECTION V	37
MONITORING AND EVALUATION	37

List of Tables

Table 1: Strategic Plan Preparation Committee Members	9
Table 2: Stakeholder Identification and Prioritization Table	... 12
Table 3: Number of Academic Staff	14
Table 4: Administrative Staff Status	. 14
Table 5: Number of Academic Staff by Years	14
Table 6: Number of Students by Years	15
Table 7: Service areas	15
Table 8: Laboratories	15
Table 9: Printers and Computers	... 15
Table 10: Academic Staff by Year	16
Table 11: Analysis of Academic Activities	16
Table 12: Target Card 1	26
Table 13: Target Card 2	27
Table 14: Target Card 3	27
Table 15: Target Card 4	28
Table 16: Target Card 5	28
Table 17: Target Card 6	29
Table 18: Target Card 7	29
Table 19: Target Card 8	30
Table 20: Target Card 9	30
Table 21: Target Card 10	31
Table 22: Target Card 11	31
Table 23: Target Card 13	32
Table 24: Target Card 14	32
Table 25: Target Card 15	32
Table 26: Target Card 17	33
Table 27: Target Card 18	33
Table 28: Target Card 19	33
Table 29: Target Card 21	34
Table 30: Target Card 22	34
Table 31: Target Card 23	35
Table 32: Target Card 24	35
Table 33: Target Card 25	36
Faculty-Specific Indicators	36



PRESENTATION

Our Faculty has important contributions and responsibilities aimed at training qualified human resources who will provide quality healthcare services. Fully aware of this responsibility, our Faculty aims to train its profession-oriented professionals with sufficient knowledge and competence to deliver healthcare to the community, by following the knowledge and technologies that are advancing in the field, in line with the purpose of protecting, improving, and developing health. In addition, it aims to be one of the Faculties capable of effectively carrying out the “Education-Centered University” approach, which our University values. It is very important that the knowledge acquired in theoretical courses in Health Sciences is transformed into skills in practical fields. After our students complete their applied training on up-to-date simulators and models in skills laboratories, they carry out their clinical training in public and private hospitals, and in schools affiliated with the Provincial Directorate of National Education, as well as with

It will be carried out in the directorates of Social Policies, at Community and Family Health Centers, and in institutions affiliated with the Provincial Health Directorate.

With its ever-evolving and growing academic staff, our Faculty will serve its country with a mission to train healthcare professionals who can think critically, demonstrate interpersonal communication skills, uphold 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 the years 2021–2023, it will be possible to see our Faculty's strengths and weaknesses, the opportunities and threats we may face; when and how we will reach the objectives 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 the efficient use of the resources we have, emphasizing a sharing, participatory, and transparent approach to management, increasing the quality of education and work, boosting productivity, and strengthening cooperation with our stakeholders, as well as reducing bureaucratic procedures.

Prof. Dr. Sevim ÇELİK
Dean

FACULTY OF HEALTH SCIENCES STRATEGIC PLAN INTRODUCTION

Bartın University Faculty of Health Sciences Strategic Plan has been prepared by the Strategic Plan Preparation Commission. Our university's strategic plan and the Faculty's first strategic plan have been updated accordingly. In addition, the common indicators determined by our university and the Faculty-specific indicators have been added. During the preparation phase, the Faculty's unit strategic objectives and indicators prepared by the Nursing Department and the Social Work Department—both of which were open at the time—were brought together by the commission to form the Faculty's Strategic Plan.

Faculty Strategic Plan Preparation Commission

A commission has been established to prepare our Faculty's Strategic Plan. This commission, by evaluating the opinions and suggestions presented in meetings with our Faculty's academic staff, created our Faculty's 2021-2023 Strategic Plan.

Table 1: Strategic Plan Preparation Commission Members

DUTY	TITLE	NAME SURNAME	SECTION
Chairperson	Prof. Dr.	Sevim ÇELİK	Dean
Member	Assoc. Prof. Dr.	Ayfer BAYINDIR ÇEVİK	Nursing
Member	Dr. Faculty Member	İlknur DOLU	Nursing
Member	Dr. Faculty Member	Hacer YALNIZ DİLCEN	Midwifery
Member	Dr. Faculty Member	Zeynep TURHAN	Social Services
Member	Assoc. Prof. Dr.	Tuğçe ORKUN ERKİLİÇ	Nutrition and Dietetics
Member	Faculty Secretary	Nazan DEMİR	Dean's Office

I. DEPARTMENT SITUATION ANALYSIS

1.1. Institutional (Unit) History

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

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

Departments and Main Fields of Study Available in

Our Faculty Department of Nursing

- Department of Nursing Fundamentals
- Department of Medical-Surgical Nursing
- Department of Surgical Nursing
- Department of Pediatric 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
- Department of Nutrition and Dietetics
- Department of Nutrition Sciences
- Department of Dietetics
- Department of Nutrition and Dietetics
- Department of Community Nutrition
- Department of Physiotherapy and Rehabilitation
- Department of Orthopedic Rehabilitation
- Department of Neurological Rehabilitation

- Department of Cardiopulmonary Rehabilitation
 - Department of Prosthetics-Orthotics Physiotherapy
 - Department of Geriatric Physiotherapy
- Department of Health Management
- Department of Hospital Management
 - Department of Health Informatics and Technologies
 - Department of Health Economics
 - Department of Health Policies
 - Department of Health Systems Management

Department of Child Development

- Department of Social Services, Child Development

- Department of Social Services

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

Midwifery Department

- Department of Midwifery

By determining the teaching and research priorities of the departments within the Faculty of Health Sciences, work has begun to establish the required modern teaching infrastructure and a team of qualified academic staff. After the academic infrastructure is completed, it is planned that teaching and training activities will also begin in other departments outside Nursing in the short term.

The building, located in the entrance floor of the Forestry Faculty within the Ağaçdacı Campus of the Bartın University Faculty of Health Sciences, opened by enrolling its first students in the 2019–2020 academic year, and moved to its new building at the Ağaçdacı Campus in September 2020. It is planned that our Social Work Department will also begin operations by enrolling its first students in the 2021–2022 academic year.

At the Bartın University Faculty of Health Sciences, which aims to train qualified health professionals for the healthcare sector, as with all practice-based disciplines' curricula, theoretical knowledge and clinical experience are inseparable parts that complement each other.

with contemporary technology that supports its philosophy, vision, mission, and nursing education values

equipped; with simulation laboratories and equipment that enable theoretical training to be transferred into practice. It is planned that the training will be carried out and transferred into practice in application areas affiliated with the public and private sectors.

1.2. Stakeholder Analysis

Our Faculty, which is in the establishment phase, plans to collaborate with the following stakeholders:

Internal Stakeholders: Rectorate, Dean's Office, Academic Staff, Administrative staff, Department Undergraduate Students, Other Faculties/Schools/Vocational Schools and Departments affiliated with Bartın University, Directorate of Health Culture and Sports, Personnel Department, Student Affairs Department, Library and Documentation Department, Scientific Research Projects Coordination Unit, General Coordination Office for Projects and Technology, General Coordination Office for External Relations, Distance Education Application and Research Center, Continuing Education Application and Research Center, Career Planning Application and Research Center, Quality Coordination Office

External Stakeholders: Board of Higher Education Presidency Measurement, Selection and Placement Center Presidency; 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 Labour and Social Security; Nursing Faculties/Departments and Schools affiliated with other universities; Research Centers; national and international universities; non-governmental organizations; Bartın University Faculty of Health Sciences' graduated students; media and publishing organizations and the parents/guardians of students in the 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	Importance Level	Impact Level	Priority
Internal Stakeholders		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
Other Affiliated with Bartın University Faculty/School/Vocational School and Departments	Internal Stakeholder	4	4	2
Directorate of Health, Culture and Sports	Internal Stakeholder	4	4	2

Department of Personnel	Internal Stakeholder	4	4	2
Student Affairs Department	Internal Stakeholder	4	4	2
Library and Documentation Department	Internal Stakeholder	4	4	2
Scientific Research Projects Coordination Unit	Internal Stakeholder	4	4	2
Project and Technology Office General Directorate	Internal Stakeholder	4	4	2
External Relations General Directorate	Internal Stakeholder	4	4	2
Distance Education Application and Research Center	Internal Stakeholder	4	4	2
Continuing Education Application and Research Center	Internal Stakeholder	4	4	2
Career Planning Application and Research Center	Internal Stakeholder	4	4	2
Quality Coordination Office	Internal Stakeholder	4	4	2
EXTERNAL STAKEHOLDERS				
Council of Higher Education	External Stakeholder	5	5	1
Board of Measurement, Selection and Placement	External Stakeholder	4	5	1
All Healthcare Institutions Affiliated with the Ministry of Health	External Stakeholder	5	5	1
Local Government Units' Healthcare Institutions	External Stakeholder	5	5	1
Institutions Affiliated with the Ministry of National Education	External Stakeholder	4	4	2
Institutions Affiliated with the Ministry of Family, Labour and Social Services	External Stakeholder	4	4	2
Nursing Affiliated with Other Universities				
Faculties/Departments and Higher Schools	External Stakeholder	4	4	2
Research Centers	External Stakeholder	4	4	3
National and International Universities	External Stakeholder	4	4	2
Graduates of the Faculty of Health Sciences at Bartın University	External Stakeholder	4	4	3
Non-Governmental Organizations	External Stakeholder	4	4	3
Media Organizations	External Stakeholder	4	4	3
Parents of Faculty Students	External Stakeholder	4	4	2

1.3. Human Resources Competency Analysis

Our faculty has 1 Professor Doctor, 1 Associate Professor Doctor, 7 Doctor Instructors, 4 Instructors, and 3 Research Assistants.

Table 3: Number of Academic Staff

DEPARTMENT	Prof. Dr.	Assoc. Prof. Dr.	Dr. Member	Lecturer	Asst. Prof.	Total
Nutrition and Dietetics			1			1
Midwifery			1		1	2
Nursing	1	1	2	4	2	10
Social Services			3			3
Total	1	1	7	4	3	16

In our faculty, there are 1 Faculty Secretary, 1 Chief, 1 Computer Operator, and 1 Clerk employed as administrative staff.

Table 4: Status of Administrative Staff

DUTY	Number
Faculty Secretary	1
Head	1
Computer Operator	1
Civil Servant	1
TOTAL	4

1.4. Proportional Development of the Number of Academic Staff and Students

Table 5: Number of Academic Staff by Year

Title	2018	2019	2020	2021
Nursing Department	1	8	9	10
Professor	-	1	1	1
Associate Professor	-	1	1	1
Dr. Lecturer	1	2	2	2
Lecturer	-	1	3	4
Research Assistant	-	3	2	2
Department of Social Work	-	1	2	3
Dr. Lecturer	-	1	2	3

Department of Midwifery	-	1	2	2
Assistant Professor Dr.	-	1	1	1
Research Assistant	-	-	1	1
Department of Nutrition and Dietetics	-	-	1	1
Assistant Professor Dr.	-	-	1	1
TOTAL	1	10	14	16

Table 6: Number of Students by Year

Department	2019-2020	2020-2021
Nursing	70	83

1.5. Technology and Physical Resource Analysis

Physical Infrastructure

Our faculty was moved to its new building on the Ağdacı Campus in September 2020. The building, which is shared with the School of Foreign Languages, has a total area of 800 m² and consists of a building with a total of 4 floors together with the ground floor; its total enclosed area is 3730 m².

Table 7: Service areas

Service Areas	Number of offices	Area (m ²)	Number of personnel
Academic Personnel	21	276,80	16
Administrative Personnel	9	153,27	4

Table 8: Laboratories

	Number	Area (m ²)
Anatomy Laboratory	1	60.61
Nursing Skills Laboratory	1	5.328

Table 9: Printers and Computers

Gender	Quantity
Printer	8
Desktop compute	38

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 social contribution areas have been identified, along with the strong, weak, and areas that need improvement. Recommendations have been provided on what should be done in the areas that require development.

Table 10: Department Academic Staff by Years

Years	Professor	Associate Professor	Doctor Faculty Member	Lecturer	Research Assistant	Total
2019-2020	1	1	2	1	2	7
2020-2021	1	1	7	4	3	16

Table 11: Analysis of Academic Activities

Core Academic Activities	Strengths	Weaknesses Areas of Strengths/Problems	What should be done
Education-Teaching	-A young and dynamic staff -The availability of distance education in some courses -Adequate library resources and easy access to information -Having learning centers such as BUNSEM for students -Supportive institutional culture -The administration's focus on institutionalization and sustainability, and being within the effort to institutionalize -Having a well-regarded and advancing working professional workforce -Having easy access to all levels of management -Since it is a newly established Faculty, the number of students per instructor is low -Having an optional English preparatory program	-Number of faculty members -In some specialized fields, there is no teaching staff and the numbers are insufficient -Low number of administrative staff -A portion of the need for teaching staff is met through assignments outside the unit -Not all laboratory spaces and equipment/materials are fully covered -Because the teaching staff have a high workload, they cannot allocate time to activities that would contribute to their development -The application areas Being at a distance from the university -Insufficient financial resources -Absence of graduate programs	-Physical aspects related to the education need for classrooms and laboratories to be improved should be addressed -The number of academic and administrative staff should be increased, and training should be provided for staff development. -In order for the departments to be opened to conduct student-centered efforts, the educational technology should be increased -Information packages should be increased regularly -Regular updates should be carried out. - Accreditation activities related to the Faculty and the Department should be initiated. - During the COVID-19 pandemic period, physical

	-Since our faculty is located within the campus, it enables good communication with other departments -The Erasmus program exists within our university and within our department, making student and academic staff exchange possible -Graduates have opportunities for finding jobs -Updating course schedules within the framework of the Bologna Process -The student quota has a 100% occupancy rate -Dedicative work by academic and administrative staff -Giving importance to quality improvement activities -Our university has the TSE Hygiene and Sanitation Management System Certificate due to the adequacy of hygienic conditions.	-Insufficient university social and cultural activities -Lack of sufficient collaboration with international institutions and organizations -Insufficient international experience of instructors -Because students do not have enough areas where they can apply what they learn, the cases they can observe and the faculty skills they have established are limited because of its recognition not being at the desired level	the hygiene of the facilities at the highest should be continued at the level
Research and Development	-The university library's access to numerous scientific research databases -Supporting institution culture -Organizing national and support for organizing international scientific activities and participation in the conferences held	- Lack of sufficient financial resources for attending scientific meetings and conferences - Limited experience of teaching staff in project development-being limited	Scientific meeting and conference participation should be supported financially - Activities should be carried out to improve the project-making skills of academic staff. - Studies should be carried out to increase the quality of scientific research. — University its library's printed and electronic resources related to health sciences should be increased.

Entrepreneurship	Availability of elective courses on Leadership/Entrepreneurship Supporting Institution culture	-The faculty has been newly established	- Elective courses on topics such as entrepreneurship and innovation should be increased. Incoming students should be developed in the areas of education and training, research and development.
Social Contribution	- Supportive institutional culture	- COVID -19 due to the pandemic (Hospital s—Provincial Health Directorate—Family , Labor and Social Services Provincial Directorate, etc.), the desired level of cooperation could not be reached at the desired level	- opportunities to organize activities should be increased. - for the protection of the public's health and development training programs should be organized. Activities should be planned for important days and weeks with participation from internal and external stakeholders.

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

With a SWOT analysis, we aim to make effective use of the resources available to our Faculty, to reveal its strengths and weaknesses, to identify the impact of external environmental factors, to evaluate opportunities by anticipating opportunities and threats we may face in advance, to eliminate threats, and to work toward realizing the determined strategy and vision.

As a newly established Faculty, our strengths and weaknesses were assessed by taking a realistic approach together with the academic staff of the Faculty of Health Sciences at Bartın University.

In the departmental analysis, information is provided on the institutional history, stakeholder analysis, and human resources competency. information is provided on the proportional development of the numbers of academic staff and students, and on analysis of technology and physical resources. information is provided on analysis of academic activities. Afterwards, a SWOT analysis of our Faculty was carried out.

Strengths

- It has an innovative and peaceful working environment.
- It has a young and dynamic academic staff.
- Good communication with other units of the university.
- A sought-after and advancing professional raising
- Easy access to all levels of management
- There is an optional English preparatory program
- Because our faculty is located within the campus having good communication opportunities with other departments
- The presence of the Erasmus program within our university facilitates student and academic staff exchange.
- Organizing national and international scientific activities and supporting participation in organized congresses.
- The university library has the ability to search online using various databases.
- Job opportunities for graduates
- Curriculum within the framework of the Bologna process
- Student occupancy rate is 100%.
- Dedicated work of academic and administrative staff
- Emphasis is placed on quality initiatives.
- Maintaining close relations with the province's health representatives

Weaknesses

- Lack of teaching staff or insufficient numbers in some specialized fields.
- Low number of faculty and administrative staff
- Part of the teaching staff needs are met through assignments from outside the unit.
- Laboratory spaces and materials are not fully provided.
- Due to the heavy workload of the teaching staff, this will contribute to their inability to allocate time for activities development
- Hospitals are far from the university environment
- Insufficient financial resources
- Lack of postgraduate programs
- University social and cultural activities insufficient
- Sufficient cooperation with international institutions and organizations.
- Faculty members' international experience insufficient
- Clinics where students can go on practical training
- Due to insufficient facilities, the student limitations on the number of cases he will observe and the technical skills he will acquire.

Opportunities • The faculty is located in a safe city like Bartın. to take • By bringing healthcare services together under one roof • The relevant regulations have been made • The faculty's geographical location provides easy access to major cities. • The housing problem for students in the province • Favorable economic conditions of the city • Job difficulties for graduating students not • The faculty building is located in the city center • The increasing need for healthcare professionals in our country A management open to innovations and developments Having an understanding	Threats • High-achieving students in the Higher Education Institutions Examination (YKS) They choose our department less often. • Limited social activities • Application in clinical and field settings sharing their facilities with other schools that provide health education • The lack of infrastructure in primary and secondary healthcare facilities leads to difficulties for students in internships and... lack of application area • In the province, especially tertiary healthcare (Training and Research Hospital, University Hospital) absence of the organization • Insufficient funding allocated to universities • Insufficient funding allocated to our faculty. • Admitting students through vertical transfer from different fields • There are many journals in our country that are indexed in SCI-SSCI. • National and regional developments in the health sector • Increasing student quotas in education negatively affecting its quality • Funds for domestic and international scientific events • Insufficient financial support
--	--

II. DEPARTMENT

LOOKING TO THE FUTURE

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

2.1. Mission

With a student-centered approach, our Faculty aims to train well-equipped health professionals who are ethically committed and capable of conducting research, analysis, and synthesis, who are inclined toward teamwork, speak languages, and strive to continuously renew themselves professionally and culturally, and who contribute to preserving, improving, and developing public health by using scientific methods alongside a strong sense of social responsibility, all with the principle of lifelong learning. It also aims to contribute to society and to universal science.

2.2. Vision

In the field of Health Sciences, in education, teaching, and practice, with a solution-oriented approach, research and practices addressing scientific and societal problems to be a well-regarded faculty, characterized by a strong corporate culture and a high sense of belonging, and preferred thanks to the education it provides.

2.3. Core Values

Our Faculty of Health Sciences;

- respect for people and nature,
 - fairness,
 - tolerance,
 - commitment to ethical values,
 - participation,
 - transparency,
 - accountability,
 - Embraced academic thought and freedom,
 - Social responsibility,
 - Entrepreneurship,
- as a principle.

III. DEPARTMENT

DIVERSIFICATION STRATEGY

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

3.1. Preference of Location

The Faculty of Health Sciences started operations in the 2019–2020 academic year for the Nursing Department, and it is planned that the Department of Social Work will begin in the 2021–2022 academic year. In our country, due to the high proportion of young people, there is strong demand for higher education. In particular, this demand is higher for health-related departments. In order to meet this demand, there is a tendency to increase the number of universities and their quotas. Our university is the only university in Bartın. With the newly established Faculty of Health Sciences, it will both meet the region's need for higher education 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. For this reason, the Faculty of Health Sciences aims to be a faculty focused on education, training, and research. Because we are education and student-centered, importance will be given to the development of a foreign language skills-based training in the department and its affiliates. The development of a foreign language skills-based training in the department and its affiliates with our faculty will be provided by the School of Foreign Languages. Our faculty aims for students to use a foreign language at least at the European Language Portfolio B1 General Level and to be able to follow developments in their field and communicate with their colleagues. This is an important element in achieving our faculty's goal of foreign-language education and training. As in other faculties of our university, it is also planned to initiate accreditation studies in the educational and training activities in our faculty departments.

With the activities related to the training we plan to provide (in-service training, panels, conferences, courses, etc.); it will both make our faculty education-focused and contribute to increasing awareness in the region's health sector.

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

3.2. Choice of Success Region

In line with Bartın University's education-oriented positioning, the success region

determining your preference is important. Our faculty has various departments in the field of health sciences that are in demand.

Among our area of success preferences are continuing activities aimed at increasing the region's health awareness through new research planned to be carried out within the Faculty of Health Sciences and work aimed at protecting and improving health. Within this scope, by cooperating 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 can contribute to carrying out services for the protection, improvement, and development of public health.

3.3. Value Proposition Preference

In line with our Faculty's preference for the Location and Area of Success, it is targeted first to 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 aims to increase awareness of the region and the people in the region regarding protecting and improving their health through activities within its scope of social responsibility.

3.4. Core Competency Preference

Within the Faculty of Health Sciences, departments established are planned to provide education across a broad range of fields. At present, 16 academic staff members—most of whom are young, are eager in education and training and research, can work in collaboration with other academic staff, and have professional competence—and 4 administrative staff members are employed.

To develop the aforementioned areas of competence of our faculty and to continuously improve its existing resources and capabilities;

- To enable the realization of qualified educational activities in our faculty, ^{qualified} academic and administrative personnel will be recruited,
- by addressing the shortage of faculty members and opening graduate programs,
- ensuring that the study rooms and classrooms in the faculty building are equipped with contemporary facilities,
- increasing both the number and quality of professional skills laboratories that support applied training, increasing,
- there is a commitment to increasing scientific research and publications,
- teaching staff being open to national and international exchange and ^{developments, and} having the potential to monitor innovations,
- encouraging staff to participate in training, courses, conferences, and similar events,

- having new technological resources and high-quality information services,
- increasing the university's economic contribution to the city and raising awareness,
- providing effective advisory services to students,
- establishing clubs for the students planned to be enrolled
- placing emphasis on promotional activities,
- It is aimed to increase the implementation of educator training.

IV. DEPARTMENT

DETERMINATION OF STRATEGY, PURPOSES, TARGETS, AND STRATEGIES

To achieve our faculty's vision, the purposes determined by considering the differentiation strategy—composed of the needs arising in the situational analysis, the position, the area of success, the value proposition, and the core competency preferences—and the targets set to realize these purposes are as follows.

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. Expand and Institutionalize Entrepreneurial and Innovative Activities Across the University

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

Objective 5. To Improve the Participatory Management and Organizational Structure and Objective 6. To Improve Scientific Research and Publication Activities in Terms of Quality and Quantity

4.2. Goals

Target 1.1. The physical and academic infrastructure of education and training will be improved.

Target 1.2. Education and training programs will be improved.

Target 1.3. The qualifications of Associate Degree/Bachelor's degree students who come to our university will be improved.

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

Target 1.5. Accessibility of students with disabilities in physical, educational, and social areas will be increased.

Target 2.1. The research infrastructure will be improved.

Target 2.2. The number of scientific research projects carried out at our university will be increased.

Target 2.3. Enable our university's researchers to participate in national and international scientific events

Goal 2.4. The quality and quantity of postgraduate education programs will be increased. Goal 2.5. The number and quality of publications at national and international levels will be increased.

Goal 3.1. To improve education and training activities related to entrepreneurship

Goal 3.3. Initiatives to increase ownership of patents, intellectual and industrial property rights originating from the university will be developed.

Objective 3.4. Activities that will enable students' personal and social development will be increased.

Objective 4.1. The university's national and international scientific

activities will be increased. Objective 4.3. The university's social and cultural activities will be increased.

Objective 4.4. Activities aimed at the development and growth of the region will be increased.

Objective 5.1. Relations with our university's graduates will be developed.

Objective 5.3. Active participation of stakeholders in decision-making processes will be ensured.

Objective 5.4. The university's recognition at national and international levels will be increased.

Objective 5.5. A culture of quality will be promoted throughout the institution.

Objective 6.1. The number and quality of publications at national and international levels will be increased. Objective 6.2. The number of projects carried out within the unit will be increased.

4.3. Indicators

Table 12: Target Card 1

Purpose (A1)	Improving Student Achievement through Student-Centered Education				
Target (H1.1)	The physical and academic infrastructure of education and training will be improved.				
Performance Indicators	Impact on the (%) Target	Planning Period Baseline Value 2020	2021	2022	2023
Number of academic staff participating in training for trainers	30	14	14	20	22
Adequacy level of training equipment and materials (%)	30	100	100	100	100
Number of students per faculty member	20	19,125	25	25	25
Number of students per instructional staff member	20	10,92	20	20	20

Table 13: Goal Card 2

Objective (A1)	Improve Student Success Through Student-Centered Education				
Target (H1.2)	Education and training programs will be improved.				
Performance Indicators	Impact on the Target (%)	Plan Period Starting Value 2020	2021	2022	2023
PG1.2.1. Number of students participating in side-branch programs	10	0	1	2	3
PG1.2.2. Double major number of students participating in	10	0	1	2	3
PG1.2.3. Number of students graduating from double major programs	10	0	0	0	1
PG1.2.4. Number of course curricula updated in line with stakeholder and societal expectations	30	2	3	3	3
PG1.2.5. Number of courses delivered through distance education	20	30	20	20	20
PG1.2.6. The review and frequency of updating course	20	3	3	3	3

Table 14: Target Card 3

Purpose (A1)	Improve Student Success Through Student-Centered Education				
Target (H1.3)	The qualifications of Bachelor's and Associate Degree students who come to our university will be improved.				
Performance Indicators	Impact on the Target (%)	Baseline Value at the Start of the Plan Period 2020	2021	2022	2023
PI1.3.1. The average of students' university entrance score base points	30	328	330	340	350
PI1.3.3. Placed student ratio of the number to the quota (%)	70	100	100	100	100

Table 15: Target Card 4

Purpose (A1)	Increase Student Success Through Student-Centered Education				
Target (H1.4)	Guidance and counseling services for students will be developed.				
Performance Indicators	Impact on the Target (%)	Baseline Value for the Plan Period 2020	2021	2022	2023
PG1.4.1. Psychological number of students benefiting from counseling services	10	18	21	25	30
PG1.4.2. Number of students per advisor at the undergraduate level	25	21,85	5	25	25
PG1.4.3. Number of students per advisor at the graduate level	20	0	0	2	3
PG1.4.4. The administrative staff level of satisfaction with their services (%)	20	79,83	80	82	5
PG1.4.5. Level of students' satisfaction with academic counseling services (%)	5	83,37	85	87	90
	2				

Table 16: Target Card 5

Objective (A1)	Increasing Student Achievement through Student-Centered Education				
Goal (H1.5)	Accessibility for students with disabilities in physical, educational, and social areas will be increased.				
Performance Indicators	For the goal Impact (%)	Planning Period Baseline Value 2020	2021	2022	2023
PG1.5.4. Concerning persons with disabilities, Number of sports and education activities	100	0	3	3	4

Table 17: Target Card 6

Purpose (A2)	To Improve Scientific Research and Publication Activities in Terms of Quality and Quantity				
Target (H2.1.)	The research infrastructure will be improved.				
Performance Indicators	Impact on the Target (%)	Planning Period Starting Value 2020	2021	2022	2023
PG2.1.3. Number of activities carried out to improve the research competencies of faculty members	30	1	1	2	2
PG2.1.4. Number of support academic staff involved in R&D activities	30	0	0	0	1
PG2.1.5. Number of academic staff participating in activities that enhance the effectiveness of the Project and Technology Office	20	6	14	16	20
PG2.1.6. Number of activities in which faculty members participate to improve their research competencies	20	23	29	31	35

Table 18: Target Card 7

Objective (A2)	To Improve 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	Target Effect	Plan Period Starting Value 2020	2021	2022	2023
PG2.2.1. Number of publicly or privately funded research projects	30	8	8	9	10
PG2.2.2. Number of students assigned to national and international projects	30	25	25	27	29
PG2.2.3. Number of international partnered/supported projects	10	0	0	0	2
PG2.2.4. Completed number of scientific research projects	20	0	5	5	5
number of interdisciplinary R&D projects (PG2.2.5)	10	0	0	1	4

Table 19: Target Card 8

Purpose (A2)	To Improve Scientific Research and Publication Activities in Terms of Quality and Quantity				
Goal (H2.3.)	To enable our university's researchers to participate in national and international scientific activities.				
Performance Indicators	For the Impact (%)	Development Plan Starting Value 2020	2021	2022	2023
PG2.3.1. Number of faculty members benefiting from international exchange programs	0 5	0	0	1	2
PG2.3.2. Number of scientific events in which academic staff participate for research purposes	30	11	15	15	15
PG2.3.3. Number of teaching staff going abroad actively	20	0	0	0	2

Table 20: Target Card 9

Objective (A2)	Develop Scientific Research and Publication Activities in Terms of Quality and Quantity				
Target (H2.4.)	From quality perspective of development of graduate education programs will be improved in both quality and quantity.				
Performance Indicators	For the Impact (%)	Plan Period Starting Value 2020	2021	2022	2023
PG2.4.1. Ratio of graduate students (%)	50	0	0	3	3
PG2.4.2. Number of students who complete master's programs	25	0	0	0	2
PG2.4.5. Graduate number of publications made by students	25	0	0	1	4

Table 21: Target Card 10

Objective (A2)	To Improve 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	To the target (%)	Plan Period Starting Value 2020	2021	2022	2023
PG2.5.1. Total number of scientific publications	20	44	60	65	70
PG2.5.2. Number of publications in international scientific journals per faculty member (SCI, SCI-Expanded, SSCI, AHCI)	25	1	1	1	1
PG2.5.3. Faculty member number of publications in other international indexed journals per faculty member	20	2,85	3	3	3,5
PG2.5.4. Number of citations in international scientific journals (SCI, SCI-Expanded, SSCI, AHCI) per faculty member	25	0,42	0,5	0,7	1
PG2.5.5. Number of citations in national and international journals and books per faculty member	10	0,57	0,7	0,8	1

Table 22: Target Card 11

Objective (A3)	Promote and institutionalize entrepreneurial and innovative activities across the university				
Objective (H3.1.)	Improve education and training activities related to entrepreneurship				
Performance Indicators	Impact on the target (%)	Planning period Starting value 2020	2021	2022	2023
PG3.1.2. Number of courses themed around innovation and entrepreneurship	20	4	4	4	6
PG3.1.3. Number of students engaged in activities related to entrepreneurship	20	0	15	18	25
PG3.1.4. Number of activities themed around entrepreneurship	10	0	0	1	2

Table 23: Target Card 13

Objective (A3)	To expand and institutionalize entrepreneurial and innovative activities across the university				
Target (H3.3.)	University-originated initiatives for patent, intellectual and industrial property rights ownership will be increased.				
Performance Indicators	Impact on the (%) Target	Baseline value at the beginning of the plan period 2020	2021	2022	2023
PG3.3.1. Number of patent applications	60	1	1	1	1
PG3.3.2. Number of patents obtained	40	0	0	1	1

Table 24: Target Card 14

Purpose (A3)	To expand and institutionalize entrepreneurial and innovative activities across the university				
Target (H3.4.)	Activities that will enable students' personal and social development will be increased.				
Performance Indicators	Effect on the Target (%)	Baseline Value at the Start of the Plan Period 2020	2021	2022	2023
Number of activities organized for students' personal and social development	20	5	4	5	5
Number of actively enrolled members in student clubs	20	8	40	55	70
Number of annual activities of student clubs	20	0	0	2	2
Number of students benefiting from the Career Center	20	0	25	50	65
Number of students benefiting from sports facilities	20	5	10	50	65

Table 25: Target Card 15

Purpose (A4)	Increase social, cultural, and scientific activities for regional development				
Objective (H4.1.)	The university's national and international scientific activities will be increased.				
Performance Indicators	Target Effect (%)	Plan Period Starting Value 2020	2021	2022	2023
PG4.1.1. Number of events national scientific events	80	2	4	5	7
PG4.1.2. Number of events international scientific events	20	0	0	0	1

Table 26: Goal Card 17

Objective (A4)	Increasing Social, Cultural, and Scientific Activities for Regional Development				
Target (H4.3.)	The university's social and cultural activities will be increased.				
Performance Indicators	For the Impact (%)	Plan Period Starting Value 2020	2021	2022	2023
PG4.3.1. Contribution to the number of purposefully organized events	40	6	9	10	10
PG4.3.4. Number of stakeholders (unit students) benefiting from library services	60	46	70	85	100

Table 27: Target Card 18

Purpose (A4)	Increase Social, Cultural, and Scientific Activities for Regional Development				
Target (H4.4.)	Activities aimed at the region's development and growth will be increased.				
Performance Indicators	Target Effect (%)	Plan Period Baseline Value 2020	2021	2022	2023
PG4.4.1. Number of projects prepared for the region	25	0	0	2	2
PG4.4.3. Number of social responsibility projects	25	0	0	4	5
PG4.4.4. Total number of activities related to environmental	25	0	2	2	2
PG4.4.5. Number of joint studies carried out with institutions in the region	25	0	0	0	2

Table 28: Target Card 19

Purpose (A5)	To develop institutional culture through participatory management and organizational structure				
Target (H5.1.)	Relationships with our university graduates will be developed.				
Performance Indicators	Impact on the Target (%)	Planning Period Starting Value 2020	2021	2022	2023
PG5.1.1. Number of students registered in the graduate	50	0	0	0	50
Number of activities carried out for graduates	50	0	0	0	1

Table 29: Target Card 21

Objective (A5)	Developing Corporate Culture Through Participatory Management and Organizational Structure				
Target (H5.3.)	Stakeholders will be effectively involved in decision-making processes.				
Performance Indicators	Impact on Target (%)	Planning Period Starting Value 2020	2021	2022	2023
PG5.3.1. Work done in the units number of academic staff attending the meetings	50	14	20	22	24
PG5.3.2. Work done in the units number of administrative staff attending meetings	25	4	5	5	5
PG5.3.3. Work done in the units number of students attending the meetings	25	153	250	355	410

Table 30: Target Card 22

Objective (A5)	Developing Corporate Culture Through Participatory Management and Organizational Structure				
Target (H5.4.)	The university's national and international recognition will be increased.				
Performance Indicators	Impact on Target (%)	Planning Period Starting Value 2020	2021	2022	2023
PG5.4.1. Number of unit promotional events, brochures, catalogs, etc.	25	6	9	9	10
PG5.4.2. Written, visual and social number of news articles about the unit in the media	25	11	21	31	42
PG5.4.3. Number of times faculty web pages are viewed.	25	16319	20000	25000	30000
PG5.4.5. Foreign student Ratio of the number of students to the total number	25	16,99	18	19	20

Table 31: Target Card 23

Purpose (A5)	Develop the Participatory Management and Organizational Structure and the Institutional Culture				
Target (H5.5.)	A quality culture within the institution will be disseminated.				
Performance Indicators	Effect on the Target (%)	Planning Period Starting Value 2020	2021	2022	2023
Number of training activities carried out for the quality culture activities carried out	60	7	8	8	9
PG5.5.4. International exchange number of students coming from the programs	20	0	0	0	2
PG5.5.5. International exchange number of students going from the programs	20	0	0	0	2

A. Common Indicators

Table 32: Target Card 24

Objective (6)	Improving the Quality and Quantity of Scientific Research and Publication Activities				
Target (6.1.)	The number and quality of publications at the national and international levels will be increased.				
Performance Indicators	Impact on the Target (%)	Plan Baseline Value for the Period 2020	2021	2022	2023
P.G.6.1.1. Number of articles presented in journals in the Web of Science or Scopus categories at the Faculty (depending on the Faculty's size or publication potential, it must be at least 2/3 for each year)	40	10	26	27	28
P.G.6.1.2. Number of articles published in journals in the Web of Science or Scopus categories at the Faculty (Across all Faculties, at least 1/2 target must be met for each year)	60	8	9	13	17

Table 33: Target Card 25

Objective (6)	To Improve Scientific Research and Publication Activities in Terms of Quality and Quantity				
Target (6.2.)	The number of projects carried out within the unit will be increased.				
Performance Indicators	Effect on the Target	Plan Period Start Value 2020	2021	2022	2023
P.G.6.2.1. Number of TÜBİTAK projects presented by the faculty teaching staff (Across all Departments, there should be at least 2 targets for a period of 3 years)	30	3	4	6	6
P.G.6.2.2. Number of TÜBİTAK projects by faculty members accepted by the faculty (Across all Departments, there should be at least 1 target for a period of 3 years)	20	0	0	1	3
P.G.6.2.3. Number of TÜBİTAK student projects presented by the faculty (Across all Departments, there should be at least 2 targets for each year)	30	5	5	7	8
P.G.6.2.4. Accepted in the faculty Number of TÜBİTAK student projects (For all Departments, there should be at least 1 target)	20	4	4	5	5

B. Faculty-Specific Indicators:

Table 34: Faculty-Specific Indicators

Performance Indicator	Indicator Initial Value 2020	2021	2022	2023
Number of student clubs	0	1	3	3
Number of sports teams	0	2	3	3
Number of first aid training centers	0	0	1	1
Number of Pre-Natal Education Classes	0	0	0	1

V. DEPARTMENT

MONITORING AND EVALUATION

After the approval of our Faculty's 2021–2023 Strategic Plan, implementation activities will begin. The activities to be carried out in order to achieve the objectives and targets stated in the plan will be systematically monitored and evaluated. Based on the results of this evaluation, our Faculty's mission, vision, and core values with respect to the realization status of the objectives and targets set out in the Strategic Plan will be reported every year in six-month periods. The prepared reports will be published on our faculty's website. To assess the realization status of the plan targets, performance indicators have been identified, with due regard to ensuring that these indicators are objective and measurable. This explanation and these indicators will make it easier to monitor and evaluate the activities carried out during the plan period. In addition, based on the interim reports to be prepared on issues such as the time required to achieve the targets, the percentage, and the identification of the need for new resources, new first, in order to assess the realization status of the Strategic Plan's targets, an analysis will be carried out of how the activities envisaged in the plan contribute to achieving the goals and objectives. Then, through a six-month monitoring and evaluation, it will be examined how much of the planned activities have been completed. As a result of these examinations and evaluations, if there are no significant internal or external changes affecting our faculty, if the strategies and activities are being carried out as planned, and if the 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 into the reasons; after determining the causes of the shortcomings that emerge, corrective-preventive measures will be taken for deficiencies at the individual and faculty/department level. For outcomes that occur due to factors that cannot be controlled outside the faculty/department, the targets will be revised. Our faculty internal control monitoring and evaluation commission will collect, analyze, and evaluate the data received from the departments twice a year, and data will be collected from the departments, analyzed, and reevaluated, and will be then submit it in the form of a report to the Rectorate and the Strategy Development Directorate. submitted as a report to the Rectorate and the Strategy Development Department Directorate.

