İSTANBUL UNİVERSİTY CERRAHPAŞA

RESEARCH UNIVERSITY

TÜRKİYE CENTURY

to be the best...



2026 2030 STRATEGİC PLAN

2025

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In the world,
for everything,
for material things,
for spiritual things,
for life, for success,
the truest guide is
knowledge and
science.
M. Atatürk


RECEP TAYYİP ERDOĞAN



RECTOR'S PRESENTATION

Istanbul University-Cerrahpaşa is an institution that aims to combine its deep-rooted experience and institutional memory with its dynamism. In 2018, under the restructuring and mission differentiation implemented by the Higher Education Council (YÖK) and as part of the process required by the 7141 law, our university was declared a Research University. After an evaluation in 2021, it was re-designated as a Research University. One of the university's main objectives is to enhance its academic productivity and societal contributions and rise to the higher ranks of the Research Universities group to become one of its key components.

In all of our university's activities, as well as in our Strategic Plan—which serves as an indicator of these activities—the traces of our perspective are evident: that increasing international visibility and effectiveness requires taking a leading and prominent role at the national level. In line with this understanding, Istanbul University–Cerrahpaşa has shaped its mission as a Research University and continues to carry out education, research and development, and societal contribution activities in accordance with international standards.

Our team, which also took part in the preparation of the first Strategic Plan within the framework of our university's new organizational structure, was formed with the participation of faculty members from our academic units. As a result of the studies carried out, our second Strategic Plan, prepared in April 2025, serves as a roadmap focused on five main objectives. According to our 2025 Strategic Plan, increasing research activity supported by entrepreneurship is among our primary goals. In order to support this objective, the number and quality of graduate education programs within our institution will be increased in a manner that responds to contemporary needs. In this regard, accreditation processes will be implemented across all associate, undergraduate, and graduate programs, and sustainability in the quality of education at universal standards will be ensured through the gradual accreditation of all programs.

Prof. Dr. Nuri Aydın
Rector, Istanbul University-Cerrahpaşa

İSTANBUL ÜNİVERSİTY CERRAHPAŞA

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ACRONYMS LIST

AB	:	European Union (EU)
AKSİS	:	Academic Information System / Student Information System
AR-GE	:	Research and Development (R&D)
BAP	:	Scientific Research Projects Coordination Unit
BİGG	:	Individual Young Entrepreneurship Program
GZFT	:	Strengths, Weaknesses, Opportunities, and Threats (SWOT)
HAGED	:	General Directorate of Hospitals
İSO	:	Istanbul Chamber of Industry
İSTKA	:	Istanbul Development Agency
İTO	:	Istanbul Chamber of Commerce
İÜC	:	Istanbul University–Cerrahpaşa
KAP	:	Contracted R&D Project
KOSGEB	:	Small and Medium Enterprises Development and Support Administration
MYO	:	Vocational School
ÖSYM	:	Student Selection and Placement Center
ÖYS	:	Teaching Management System
PG	:	Performance Indicators
PROTEK	:	Project and Technology Office
SEM	:	Continuing Education Center
SGD	:	Strategy Development Department
SGDB	:	Strategy Development Department Directorate
SPE	:	Strategic Planning Team
STK	:	Civil Society Organization
TEKMER	:	Technology Development Center
TTO	:	Technology Transfer Office
TÜBA	:	Turkish Academy of Sciences
TÜBİTAK	:	Scientific and Technological Research Council of Türkiye
TÜSEB	:	Health Institutes of Türkiye
ÜSİMP	:	University-Industry Collaboration Centers Platform
YO	:	School
YÖK	:	Council of Higher Education

1.STRATEGIC PLAN AT A GLANCE

MISSION	To be a research university that conducts pioneering research with its deep-rooted experience, offers quality contemporary education based on universal ethical values, produces solutions to societal problems, contributes to sustainable development, and operates with the slogan "to be the best."
VISION	To become a globally recognized university that stands out with scientific productivity and societal contributions, effectively utilizing opportunities offered by current technologies, and contributing to humanity through international collaborations.
CORE VALUES	
Academic Freedom	Creating an academic environment where members are free to produce and present knowledge through their research, service, and education activities.
Ethical Values	Ensuring that all activities and decisions respect human rights, dignity, and ethical standards.
Scientific Excellence	Striving for the highest quality in academic productivity and research.
Student-Centricity	Prioritizing student-centered learning, involving students in management processes, offering opportunities tailored to individual interests, and promoting lifelong learning.
Transparency	Ensuring that all processes within the university are auditable and transparent.
Collaboration	Implementing policies that expand national and international collaboration networks.
Social Responsibility	Contributing to solving societal problems and shaping the future by considering social values.
Cultural Contribution	Supporting societal cultural development through all activities, including involvement with students and faculty members.
Entrepreneurship	Providing the necessary education and opportunities to instill an entrepreneurial culture among both faculty and students.
Sustainability	Ensuring that all activities are environmentally sustainable.

Table 1st Objectives and Targets

Objective 1 (O1): Improving the Quality of Education and Teaching	
Objective 1 Target 1 (O1T1)	Diversifying and strengthening course curricula to meet contemporary requirements.
Objective 1 Target 2 (O1T2)	Increasing the number of doctoral graduates and enhancing international capacity.
Objective 1 Target 3 (O1T3)	Enhancing the diversity of graduate education programs.
Objective 1 Target 4 (O1T4)	Increasing lifelong education activities and programs.
Objective 1 Target 5 (O1T5)	Increasing lifelong education activities and programs.
Objective 2 (O2): Enhancing the Quality and Effectiveness of Research	
Objective 2 Target 1 (O2T1)	Achieving at least a 50% increase in research capacity while maintaining its quality
Objective 2 Target 2 (O2T2)	Increasing the number of projects aimed at enhancing R&D capacity
Objective 2 Target 3 (O2T3)	Increasing international visibility and recognition
Objective 3 (O3): Enhancing Entrepreneurship and Collaboration Capacity	
Objective 3 Target 1 (O3T1)	Achieving at least a 30% increase in activities related to entrepreneurship and innovation
Objective 3 Target 2 (O3T2)	Increasing activities related to student and graduate entrepreneurship
Objective 3 Target 3 (O3T3)	Increasing revenues generated through research capacity
Objective 4 (O4): Increasing Societal Contribution through Services and Activities	
Objective 4 Target 1 (O4T1)	Increasing the provision of healthcare services in both qualitative and quantitative terms
Objective 4 Target 1 (O4T2)	Increasing information and knowledge services offered to society
Objective 4 Target 1 (O4T3)	Increasing social responsibility activities
Objective 5 (O5): Strengthening Institutional Capacity	
Objective 5 Target 1 (O5T1)	Improving infrastructure and physical facilities across campuses
Objective 5 Target 1 (O5T1)	Strengthening the quality assurance system
Objective 5 Target 1 (O5T1)	Enhancing institutional belonging among stakeholder groups
Objective 5 Target 1 (O5T1)	Increasing the institution’s digital transformation capacity
Objective 5 Target 1 (O5T1)	Strengthening the institution’s qualified human resources

2.KEY PERFORMANCE INDICATORS

Table 2nd Key Performance Indicators

Initial Value at the Start of the Planning Period	KEY PERFORMANCE INDICATORS	Targeted Value at the end of the Planning Period (2030)
7	**PI1.1.1** Number of newly introduced elective courses, especially in the field of artificial intelligence, in line with current needs (co-op + social)	60
1265	**PI1.2.3** Number of international students (Associate Degree, Undergraduate, Master's, PhD; Medicine, Dentistry, Pharmacy, Research Assistants)	1360
67	**PI1.2.5** Number of international collaborations outside international exchange programs	90
83	**PI1.4.1** Number of training programs conducted at the Continuing Education Center (number)	165
<439	**PI1.5.3** Number of social activities organized by students	2600
0,50	**PI2.1.1** Number of Q1 and Q2 publications per faculty member	0,75
1,45	**PI2.1.3** Number of publications per faculty member indexed in Scopus and ESCI	1,65
0	**PI2.1.5** Number of units carrying out activities in line with the declaration of the research area differentiation strategy	12
5000	**PI2.2.1** Amount of funds received per faculty member from international R&D and innovation support programs (₺)	30000
23	**PI2.3.5** Total number of Web of Science citations per faculty member	25
32	**PI3.1.1** Number of companies jointly owned or owned by faculty members	42
50	**PI3.3.3** Number of cooperation/consultancy projects conducted with industry	100
63	**PI4.1.4** Bed occupancy rate (%)	69
1	**PI4.3.5** Number of documents/materials prepared related to the Sustainability Goals within the scope of the UN Sustainable Development Goals	25
2,95	**PI5.3.1** Average score value in satisfaction surveys conducted for internal and external stakeholders	3,3

3.STRATEGIC PLAN PREPARATION PROCESS



Picture 1st İstanbul University- Cerrahpasa Rectorate Building

The preparation studies for the Istanbul University–Cerrahpaşa 2026–2030 Strategic Plan were initiated in accordance with the Rectorate Circular dated 06.02.2024. The Strategic Plan Team (SPT), initially composed of 18 members, later expanded to 23 members with the participation of five additional members. The SPT carried out its work in line with the Strategic Planning Guide for Universities (2021, v1.1) and followed a specific methodology for each stage. The working methodology was combined with the experience gained from the preparation studies of the previous plan and was implemented in the format most suitable for the University's multi-campus structure. The stages are defined below:

Situation Analysis: Each sub-section of the situation analysis section was assigned to a team formed within the SPT, and these teams carried out the studies required for their respective sections. This stage was the most time-consuming phase of the plan preparation process and continued until mid-March 2025 in order to obtain end-of-2024 data and national and international index data. Within the scope of this study, legislation, the status of other universities, the higher education environment, opinions of unit and center stakeholders, internal institutional data, and university ranking indices were examined. A comparative analysis was conducted with universities that are competitors in our field within these indices. The outcomes of these studies were utilized in determining indicator targets.

Future Outlook: For this purpose, a separate commission was established. In addition to the members of the Strategic Plan Team (SPT), Prof. Dr. Taner Okan also took part in this commission. The commission evaluated the former mission, vision, and core values in light of stakeholder opinions, sustainable development goals, and examples from other universities, and prepared alternative drafts. The senior management and the Strategy Development Board, who refined these drafts, gave the section its final form.

Differentiation Analysis: The "Differentiation Analysis Form," which had also been used during previous plan preparation processes, was sent to all units, and they were asked to complete the form by taking their subprograms into consideration. This form examines the units' self-perceived position, self-assessments, their standing among other universities, their future plans, and the aspects in which they believe they are differentiated. This assessment is conducted in the areas of education and teaching, research and development, entrepreneurship, and social contribution. The submitted forms were analyzed, and the summarized results obtained—taking into account their contribution to the guide methodology—were included in the plan.

Strategy Development: The data obtained were distributed to sub-teams within the Strategic Plan Team (SPT), and they were asked to carry out preliminary studies. Subsequently, during the workshop that was organized, the teams worked within their assigned objective groups and determined target and indicator values. The prepared draft was submitted for approval to the Senior Management and the Strategy Development Board.

3.1. STRATEGY DEVELOPMENT BOARD

It is the board composed of the members listed below **in Table 3,** which oversees the main stages and outputs of the strategic planning process, ensures the active participation of expenditure units in the strategic planning process, discusses and decides on controversial issues, evaluates alternative mission, vision, and core values drafts and the objective and target cards derived from them, and gives them their final form.

Table 3rd Members of the Strategy Development Board

- Prof. Dr. Nuri AYDIN (Rector)
- Prof. Dr. Erol İNCE (Vice Rector)
- Prof. Dr. Mehmet BİLGİN (Vice Rector)
- Prof. Dr. Emine Elif GÜZEL MEYDANLI (Vice Rector)
- Prof. Dr. Hülya AŞKIN BALCI (Secretary General, Board Representative for Social Field)
- Prof. Dr. Emin KÖSE (Dean, Cerrahpaşa Faculty of Medicine)
- Prof. Dr. İsmail İNCİ (Dean, Faculty of Engineering)
- Prof. Dr. Türker DÜNDAR (Dean, Faculty of Forestry)
- Prof. Dr. Hasan ALPAK (Dean, Faculty of Veterinary Medicine)
- Prof. Dr. Muhammet BAŞTUĞ (Dean, Hasan Âli Yücel Faculty of Education)
- Prof. Dr. Salih Haluk ÖZSARI (Dean, Faculty of Health Sciences)
- Prof. Dr. Melek Nihal ESİN (Dean, Florence Nightingale Faculty of Nursing)
- Prof. Dr. Ayşe TÜRKSOY IŞIM (Dean, Faculty of Sport Sciences)
- Prof. Dr. Pınar ATUKEREN (Dean, Faculty of Pharmacy)
- Prof. Dr. Mehmet Cudi BALKAYA (Dean, Faculty of Dentistry)
- Prof. Dr. Semra ÖZDEMİR (Director, Vocational School of Health Services, Board Representative for Health Field)
- Prof. Dr. Serdar AYDIN (Board Representative for Science Field)
- Prof. Dr. Sevgi ERGİN (Director, Graduate Education Institute)
- Prof. Dr. Erdoğan KÖSE (Director, Institute of Forensic Medicine and Forensic Sciences)
- Prof. Dr. Şahika Sena BAYAZİT (Director, Nanotechnology and Biotechnology Institute)
- Prof. Dr. Ali Metin KAFADAR (Director, Institute of Neurological Sciences)
- Prof. Dr. Işıl UZUNHASAN (Director, Institute of Cardiology)
- Prof. Dr. Aysun YILMAZ (Quality Coordinator)

3.2. STRATEGIC PLAN TEAM

For the management and organization of the Strategic Planning Team (SPT) that will conduct the work, an appointment was made at the level of the University Quality Coordinator Assistant. This ensured that the preparation of the plan was carried out in coordination with our university's quality and accreditation processes. Under the leadership of the SPT manager, the procedure to be followed in all future Strategic Plan preparations of our University was formalized into an approved procedure and published. Similarly, a workflow plan was prepared as a timeline and published.

The SPT is responsible for all stages of the Strategic Plan preparation. In addition, academic and administrative personnel groups were established to assist the SPT during its work. The monitoring and auditing of the approved and enacted plan will also be carried out under the responsibility of this team and the Strategy Development Board (SDB). The list of members of our University's Strategic Plan Team is provided in **Table 4** below.

Table 4th Strategic Planning Team Members

- Prof. Dr. Erol İNCE (Vice Rector)
- Sibel ÖZSOYSAL (Head of Strategy Development Department)
- Assoc. Prof. Dr. Gökhan ERSOY (SPT Coordination)
- Prof. Dr. Funda BÜYÜKYILMAZ (Florence Nightingale Faculty of Nursing)
- Assoc. Dr. Cansu ŞARKAYA İÇELLİOĞLU (Vocational School of Social Sciences)
- Prof. Dr. Ali TİLBE (School of Foreign Languages)
- Dr. Yılmaz KESKİNDEMİRCİ (General Director, HAGED)
- Prof. Dr. Ela TARAKÇI (BAP – Scientific Research Projects Unit)
- Prof. Dr. Hüseyin Kurtuluş ÖZCAN (PROTEK)
- Assoc. Dr. Hüseyin YURTSEVEN (PROTEK)
- Assoc. Dr. Sezar GÜLBAZ (EU and International Projects Coordination Office)
- Dr. Öğr. Üyesi Sinem BÜYÜKSAATÇİ KİRİŞ (Faculty of Engineering)
- Prof. Dr. Sevinç HATİPOĞLU (Hasan Âli Yücel Faculty of Education)
- Assoc. Dr. Talat Fatih ULUÇ (Hasan Âli Yücel Faculty of Education)
- Assoc. Dr. Gönül BODUR (Florence Nightingale Faculty of Nursing)
- Assoc. Dr. Canser BOZ (Faculty of Health Sciences)
- Prof. Dr. Aysel ERSOY (Career Planning Application and Research Center)
- Assoc. Dr. Serap ÖZDEMİR GÜZEL (Secretary General's Office)
- Prof. Dr. Tarık KÜÇÜKDENİZ (Institutional Data Management Office)
- Lecturer Dr. Canan Hazal AKARSU (Institutional Data Management Office)
- Lecturer Melike SOLAK (Institutional Data Management Office)
- Lecturer Dr. Mehmet Özgür KUŞCUOĞLU (Vocational School of Forestry)
- Nuray ŞAHİN (Quality Coordination)

Contributors

- Prof. Dr. Sevgi ERGİN (Quality Coordination)
- Prof. Dr. Taner OKAN (Faculty of Forestry)
- Harun YILDIZ (Strategy Development Department)
- Furkan YILDIRIM (Quality Coordination)

4.INSTITUTIONAL HISTORY

4.1. INSTITUTIONAL HISTORY



Picture 2nd Istanbul University–Cerrahpaşa Avcılar Campus Ceremony Area

The roots of Istanbul University–Cerrahpaşa trace back to Istanbul Darülfünun, which was renamed Istanbul University following the University Reform of 1933. For many years, our university, as Istanbul University, provided higher education and research services, and it has preserved the institutional culture and expertise it developed over time within its current structure. Istanbul University–Cerrahpaşa was established under the name "Istanbul University–Cerrahpaşa" by Article 7 of Law No. 7141, "Law on the Amendment of the Higher Education Law and Certain Other Laws and Decrees," published in the Official Gazette No. 30425 on 18.05.2018. Under Additional Article 182, added to Law No. 2809, the faculties, schools, vocational schools, and institutes listed in subparagraphs a, b, and c, which were previously affiliated with the Rectorate of Istanbul University, had their affiliations changed and were attached to our university. Prof. Dr. Nuri Aydın, a faculty member of our Cerrahpaşa Faculty of Medicine, was appointed as the founding rector of the newly established university and continues to serve in this role to this day.

Istanbul University–Cerrahpaşa is a university with departments that have a long and established history. Some of our university's departments began providing services and education even before the current university structure was established. Among the oldest institutions are the Faculty of Medicine, which began operations in 1827 under the name Tıphane; the Faculty of Forestry, which was established in 1857 as the Forest School; and the Faculty of Veterinary Medicine, which started education in 1872 as the Military Veterinary School.

Our university continues its activities with a total of 12 faculties—10 active and 2 inactive established under Law No. 7141—alongside 6 institutes, 1 school, and 5 vocational schools. The number of research centers is 18. Our university currently operates on a total area of 876,019 square meters, of which 586,000 square meters are enclosed. Together with the Avcılar Central Campus, which also houses the Rectorate building, the university operates across nine campuses. The campuses outside the central campus include Cerrahpaşa Campus, Yeşilköy Campus, Haseki Campus, Bakırköy Campus, Büyükçekmece Campus, Şişli Campus, Bahçeköy Campus, and Sultangazi Campuses. Various buildings located in the Cerrahpaşa and Bahçeköy campuses have been registered as cultural heritage sites. The distribution and establishment years of the academic units within the campuses are presented in Table 5 below. In addition to those listed in this table, the Faculties of Business Administration and Economics are in the process of being established and will be located in the aforementioned campuses once founded.



Picture 3rd Sultangazi Campus



Picture 4th Cerrahpaşa Medical History Museum

Table 5th Academic Units Located on University Campuses and Their Year of Establishment

CAMPUS	UNITS	YEAR OF ESTABLISHMENT
AVCILAR	**Faculty of Engineering**	1774
	Faculty of Veterinary Medicine *(A part of the faculty was moved to the Büyükçekmece campus due to the earthquake on September 26, 2019.)*	1889
	Faculty of Sport Sciences	1998
	Florence Nightingale Faculty of Nursing *(The faculty was temporarily moved to this campus on May 20, 2025, to make the buildings in the Şişli Campus earthquake-resistant.)*	1961
	Vocational School of Veterinary Medicine	2002
	Graduate Education Institute	2018
BAHÇEKÖY	**Faculty of Forestry**	1857
	Forestry Vocational School	2000
BAKIRKÖY	**Faculty of Health Sciences** (Part of the faculty was relocated to the Büyükçekmece campus due to the earthquake on September 26, 2019.)	2010

CAMPUS	UNITS	YEAR OF ESTABLISHMENT
BÜYÜKÇEKMECE	**Faculty of Veterinary Medicine** *(Part of the faculty has been temporarily relocated to this campus.)*	1889
	Hasan Ali Yücel Faculty of Education	1998
	Faculty of Health Sciences *(Part of the faculty has been temporarily relocated to this campus.)*	2010
	Institute of Forensic Medicine and Forensic Sciences	1982
	Institute of Nanotechnology and Biotechnology **Technical Sciences Vocational School**	2019
	Technical Sciences Vocational School	1985
	School of Foreign Languages	2018
	Faculty of Pharmacy	2018
	Faculty of Business Administration *(Currently in the process of being established.)*	2018
	Faculty of Economics (Currently in the process of being established.)	2018
CERRAHPAŞA	**Cerrahpaşa Faculty of Medicine** (Due to the Kahramanmaraş earthquakes on February 6, 2023, most of the hospital services have been moved to the Yeşilköy campus.)	1827
	Faculty of Dentistry	2018
	Institute of Pulmonary Diseases and Tuberculosis	1992
	Institute of Neurological Sciences	1992
	Institute of Cardiology *(A large part of the institute has been relocated to Istanbul Training and Research Hospital due to structural safety concerns.)*	1974
HASEKİ	**Institute of Cardiology** *(A small part of the institute continues its activities here.)*	1974
SULTANGAZİ	**School of Health Services**	1986
	School of Social Sciences	1986
ŞİŞLİ	**Florence Nightingale School of Nursing** *(The faculty has been temporarily relocated to the Avcılar campus on May 20, 2025, to make its buildings on campus earthquake-resistant.)*	1961
YEŞİLKÖY	**Cerrahpaşa Faculty of Medicine Prof. Dr. Murat Dilmener Hospital** *(A large part of the faculty has been temporarily relocated to this campus.)*	2023

4.2. EVALUATION OF THE ONGOING STRATEGIC PLAN

Three evaluation report periods have been completed for the university's 2021–2025 Strategic Plan. During this process, certain indicators of the plan were updated in 2023.

In its current form, the Strategic Plan consists of **5 Objectives, 18 Targets, and 62 Indicators**. The level of achievement of the targets included in the Strategic Plan as of the end of 2024 is presented in **Table 6**.

Table 6th Achievement Levels of Strategic Plan Targets as of the End of the Fourth Year

OBJECTIVE	2024 ACHIVIMENT RATES
O1.1 The education and training infrastructure will be improved.	83
O1.2 The number of accredited undergraduate and graduate programs will be increased.	80
O1.3 The effectiveness of information technologies in the education and training system will be enhanced.	100
O1.4 The number of international collaborations in the field of education and training will be increased.	58
O1.5 The quality of distance education practices will be improved, and their effectiveness will be enhanced.	83
O2.1 Research capacity will be increased.	100
O2.2 The quality of research and access to research outputs will be enhanced.	100
O2.3 Interaction and collaboration in research activities will be increased.	88
O3.1 On an annual basis, events bringing together idea owners and potential investors within the framework of collaboration with TÜBİTAK BİGG, ÜSİMP, ITO, ISO, and PROTEK will be organized, and participation in such events will be ensured.	100
O3.2 Within three years, at least 20% of the academic staff in each unit will be provided with entrepreneurship training.	100
O3.3 The number of doctoral theses conducted under the doctoral–industry program across the University will be increased.	0
O3.4 Entrepreneurship activities will be increased in line with the criteria of Research Universities.	67
O4.1 The number of lifelong learning services within educational activities will be increased.	63
O4.2 The provision of community-oriented services within the scope of research activities and the sustainability of these activities will be ensured.	100
O4.3 Accessibility to healthcare services and community satisfaction rates will be increased.	73
O5.1 Infrastructure and physical facilities on campuses will be brought to an optimal level.	72
O5.2 The Quality Assurance System will be strengthened.	84
O5.3 Institutional belonging among stakeholder groups will be enhanced.	99

Considering the latest evaluation report, the current status achieved for the five objectives and the emerging needs are assessed as follows:

4.2.1. Objective 1: Enhancing the Quality of Education and Teaching

It is observed that the five targets defined under this objective have been achieved with performance levels ranging between 44% and 100%. The indicators causing underperformance are grouped under three main areas: internationalization activities, physical infrastructure, and graduate program accreditation.

One of the major reasons for the deviation has been the pandemic period; due to mobility restrictions, cumulative targets could not be fully achieved. In addition, the Silivri earthquake led to the closure of buildings in many units, causing physical infrastructure indicators to fall below their baseline values. Nevertheless, construction processes for the new Rectorate Building and several faculty units have progressed and, in some cases, have been completed. With regard to graduate program accreditation, it is observed that priority has continued to be given to undergraduate programs, and that all 20 undergraduate programs have been accredited.

4.2.2. Objective 2 / Objective 3: Conducting Interdisciplinary and Output-Oriented Research / Strengthening and Supporting Entrepreneurship Activities

For these two objectives, which comprise a total of seven targets, it is observed that performance has largely been achieved. Our university ranks fourteenth among research universities. However, only approximately 50% success has been attained in terms of the number of publications produced through industry collaboration and the amount of external funding obtained. Despite being located in an industrial zone, this shortcoming should be addressed through different strategies in the new strategic plan. Although two targets have been achieved with 100% success, there are data suggesting that the corresponding indicator values may not have been determined in a sufficiently robust manner. In addition, it is observed that the indicator defined for Target 3, which aims to increase the number of theses conducted under the doctoral–industry program, could not be met. This is anticipated to have resulted from an incorrect definition related to TÜBİTAK calls.

4.2.3. Objective 4: Sustainability in Education, Research, and Healthcare Services and Ensuring Accessibility for All Segments of Society

It is observed that performance has fallen short in most indicators related to healthcare services. This decline in hospital performance is attributed to construction activities and the closure of additional buildings following the earthquake. While performance has lagged behind in the indicators related to the number of publications and the amount of funding, the achievement of the indicator defined as the “number of projects based on industry collaboration” indicates the need for a new approach focusing on the efficiency and effectiveness of project outputs.

4.2.4. Objective 5: Enhancing Institutional Capacity

Overall, a high level of success is observed in indicators related to institutional governance and quality performance. The only area where performance has fallen short concerns indicators related to infrastructure activities, which is attributed to the necessity for some units to relocate following the earthquake. One of the indicators defined under this objective, which aims to achieve a certain threshold score in satisfaction surveys, creates a strong synergy with quality assurance efforts. It is therefore important that this indicator be retained in the new strategic plan.

4.3. LEGISLATION ANALYSIS

Table 7th Legislation Analysis: Legal Obligations, Legal Basis, Findings, and Needs

LEGAL OBLIGATIONS	LEGAL BASIS	FINDINGS	NEEDS
Education and Training Activities (Providing education to society through formal, non-formal, continuing, and open education, and training the human resources required by the country)	Law No. 2547 İÜC Associate and Undergraduate Education and Training Regulation İÜC Graduate Education and Training Regulation İÜC Open and Distance Education Application and Research Center Regulation İÜC Continuing Education Application and Research Center Regulation	Our University is a leading institution providing education in the fields of health, engineering, natural sciences, and social sciences. The Open and Distance Education Center, the Continuing Education Center, and the Children's Academy also contribute to serving society.	Establishing new programs in fields required by the country; updating curricula; establishing preparatory classes and foreign-language instruction programs when necessary; increasing the number of graduate programs and the number of doctoral students.
Publication Activities (Disseminating scientific knowledge that enhances the quality of life of Turkish society and informs the public through oral, written, and other means)	Law No. 2547; Council of Higher Education Directive on Scientific Research and Publication Ethics; İÜC Academic Promotion and Appointment Criteria	Books, articles, conference papers, and reports produced by academic staff are shared with society. Publication activities are carried out through the İÜC Publishing House and scientific journals.	Ensuring that publications are internationally competitive; opening new academic positions in units with limited staff; increasing financial support for participation in national and international scientific meetings.
Scientific Projects (Scientific Research Projects, R&D, innovation- and design-oriented activities, and collaborations with the public and private sectors)	Law No. 2547 Regulation on Scientific Research Projects of Higher Education Institutions İÜC Scientific Research Projects (BAP) Coordination Directive Law No. 5746; Law No. 6550; Law No. 4691 İÜC Project and Technology Office (İÜC-PROTEK) Directive	The BAP Coordination Office manages project processes. PROTEK provides support to researchers, while the Technopark facilitates the commercialization of inventions. The Technology Transfer Office (TTO) manages intellectual property rights and coordination activities.	Promoting project awareness; increasing utilization of R&D support mechanisms; enhancing knowledge on intellectual property and entrepreneurship; supporting researchers throughout invention processes; providing project support for collaborations with the public and private sectors.

LEGAL OBLIGATIONS	LEGAL BASIS	FINDINGS	NEEDS
Community Service Activities	Law No. 2547 United Nations Sustainable Development Goals (Good Health and Well-Being)	Our University provides community services primarily in the field of healthcare. Academic staff contribute to scientific, cultural, social, and economic development. Museums and exhibitions are open to scholars and visitors.	The Department of Construction and Technical Affairs continues its efforts to strengthen and reconstruct hospital buildings.
Internationalization Activities	Appointment of foreign academic staff (Law No. 2547, Article 34) and placement of international students (Article 45/f)	In line with the University's internationalization policy, gaining international experience for students and academic staff is considered essential. The International Academic Relations Unit supports exchanges, collaborations, and partnerships through Erasmus programs and bilateral agreements.	Developing partnerships for international programs; increasing the number of international students; enhancing grant and scholarship support for academic staff and students; addressing the disadvantages arising from the new institutional identity following the 2018 division.
Achieving National and International Quality Standards	Regulation on Higher Education Quality Assurance and the Higher Education Quality Council İÜC Quality Commission Directive	Quality assurance processes are carried out by the Coordination Unit and the Commission. An Institutional Self-Evaluation Report is prepared annually, and monitoring is conducted by YÖKAK. External evaluation and accreditation bodies carry out program and institutional accreditation.	Ensuring internal and external quality assurance; obtaining full institutional accreditation in line with YÖKAK criteria; accrediting educational programs; ensuring that the Turkish Qualifications Framework is understood by all academic staff.
Providing Social Services (Activities in the fields of guidance and counseling, healthcare, culture, and sports)	Law No. 2547 IUC Directive on the Guidance, Counseling, and Social Support Unit Directive on Equal Opportunities for Students and Staff with Special Needs	The Guidance, Counseling, and Social Support Unit; the Career Planning Application and Research Center; the Disability Counseling and Coordination Unit; the Student Cultural Center; and the Medico-Social Center provide support services in their respective areas.	On campuses where certain faculties or units are located, areas allocated for cafeterias, libraries, sports facilities, student club activities, and other social purposes are not of sufficient size. Considering the number of students, these areas need to be expanded.

4.4. ANALYSIS OF UPPER-LEVEL POLICY DOCUMENTS

Table 8th Analysis of Upper-Level Policy Documents

UPPER LEVEL POLICY DOCUMENT	RELEVANT SECTION/ REFERENCE	ASSIGNED TASKS /NEEDS
Twelfth Development Plan (2024-2028)	p.9(46)	In R&D and innovation processes, increasing university–industry–public sector collaboration, retaining qualified human resources, encouraging participatory approaches, and maintaining a societal focus are of critical importance.
	p.36(217)	In order to enhance the global competitiveness of universities, it is necessary to commercialize R&D outcomes, strengthen technology transfer mechanisms, and improve interaction among ecosystem stakeholders.
	p.39(228)	While the objectives of access and institutional diversity in higher education have largely been achieved, supporting graduate education that will enhance academic depth is a priority in the new period.
	p.39(229)	With the significant increase in the number of international students and full alignment with European quality standards, investments in research-oriented specialization have accelerated the qualitative transformation of higher education.
	p.42(245)	The 2016 and 2019 reporting processes for the Sustainable Development Goals were carried out with the active participation and coordination of all societal stakeholders, including the public sector, private sector, civil society, and universities.
	p.47(270)	In line with the 2053 Vision, Türkiye aims to rank among the top ten countries in the global innovation arena through investments in qualified human resources and advanced technologies, and to elevate its universities to a leading position worldwide.
	p.86(437.1)	Investment roadmaps required by the chemical industry will be determined through collaboration among the public sector, private sector, and universities.
	p.90(451.2)	Collaborations between universities, the public sector, and the private sector in the field of semiconductor chip design and production will be supported.
	p.91(458.2)	A service inventory of existing technology and research institutes supported by universities and the public sector will be prepared.
	p.95(472.2)	To promote the use of smart and autonomous transportation vehicles and the development of the related ecosystem, technical knowledge and expertise from various universities will be brought together in a complementary manner.
	p.101(498.2)	To increase efficiency and sustainability in agriculture and biotechnology, climate-friendly R&D activities conducted through multi-stakeholder collaboration will be supported.
Twelfth Development Plan (2024-2028) **2025 Presidential Annual Program**	p.117(544.4)	The training of highly qualified human resources holding doctoral degrees needed by industry will be ensured through university–industry collaboration, and the employment of doctoral researchers will be encouraged.
	p.117(544.6)	Opportunities for full-time or part-time employment in Türkiye for distinguished academics and researchers abroad will be diversified, and collaborations and joint projects will be developed.
	p.117(545)	The scientific research capacity of universities will be enhanced, and their roles in R&D and innovation activities will be strengthened.
	p.117(546)	In the basic sciences, the capacity of highly qualified research personnel and research activities will be increased in line with the needs of priority sectors and technology fields.

UPPER LEVEL POLICY DOCUMENT	RELEVANT SECTION/ REFERENCE	ASSIGNED TASKS /NEEDS
Twelfth Development Plan (2024-2028)	p.118(547)	The dissemination of a culture of science, technology, and innovation across society, increasing awareness, encouraging interest in science and technology, and developing a qualified human resource base from an early age will be promoted.
Twelfth Development Plan (2024-2028) 2025 Presidential Annual Program	p.118(548)	The effectiveness of research infrastructures within the R&D and innovation ecosystem will be enhanced through a structure that conducts pioneering research, employs qualified human resources, and operates in collaboration with the private sector.
Twelfth Development Plan (2024-2028)	p.118(549)	It will be activated in a structure focused on the R&D and innovation support system, based on performance, covering the entire process from research to commercialization, and taking into account the needs and development potential of sectors, particularly priority sectors.
Twelfth Development Plan (2024-2028) 2025 Presidential Annual Program	p.119(550.2)	Support models will be developed for platforms established through collaboration among universities, the private sector, and the public sector, covering the entire process from basic research to the final product.
	p.119(551)	Support mechanisms aimed at increasing knowledge and technology transfer through collaborations among universities, research infrastructures, and the private sector will be implemented, and the effectiveness of interface structures will be enhanced by strengthening their institutional capacities.
	p.119(552.2)	Technology application centers will be expanded at universities and technology development zones to enable the implementation of prototype development, scaling, and technology validation activities for the commercialization of R&D outcomes.
	p.120(552.4)	Legislation and implementation practices aimed at the commercialization of inventions developed within higher education institutions will be improved.
Twelfth Development Plan (2024-2028)	p.123(560.3)	Support will be provided for projects jointly developed by SMEs and universities.
	p.124(563.7)	Awareness of cooperatives will be raised among the public and within universities, and efforts will be undertaken to ensure more effective implementation of cooperative practices.
	p.125(565.4)	Academic studies on copyright will be encouraged, and training activities will be organized for Technology Transfer Offices (TTOs).
	p.125(565.8)	Activities will be carried out to enhance the knowledge and skills of students studying in engineering and basic sciences in the field of patent research.
	p.125(565.9)	University students will be encouraged to undertake internships in the field of intellectual property.
	p.125(565.10)	Thematic industrial property training programs will be implemented for Technology Development Zones, R&D Centers, and Design Centers.
	p.125(565.11)	An academic thesis database in the field of copyright will be established.
	p.127(572.4)	Support will be provided to increase both the number and qualifications of personnel working in the field of intellectual property rights at universities and TTOs.
	p.131(588)	Programs will be developed through collaboration among the public sector, universities, and NGOs to increase both the quantity and quality of human resources in the information and communication technologies sector.
	p.132(591.1)	Collaboration among the public sector, universities, and the private sector in the field of artificial intelligence will be strengthened.

UPPER LEVEL POLICY DOCUMENT	RELEVANT SECTION/ REFERENCE	ASSIGNED TASKS /NEEDS
Twelfth Development Plan (2024-2028)	p.133(593.2)	The functionality of design centers will be enhanced, and opportunities will be provided for the employment of a qualified workforce that can work at universities and remotely after graduation.
	p.147(636.1)	Architecture and engineering departments of universities will be restructured to train professionals with strong foreign language proficiency, focusing on sustainability, digital modeling, and managerial disciplines.
	p.153(660)	Through quality- and outcome-oriented management, it is aimed to establish a higher education system that produces universal knowledge, trains academic staff, serves as an attraction center for international talent, and is innovative and competitive.
	p.155(668)	To enhance the status of the teaching profession, all stages from candidate training to career management will be reorganized in line with modern needs.
	p.155(668.3)	In order to meet the demand for teachers in vocational and technical education fields, vocational and technical teacher training programs will be established through collaboration with universities.
	p.155(668.4)	University–school collaborations will be strengthened, and cooperation will be carried out with faculties of education of universities in pre-service and in-service training for teachers at the local level.
	p.156(674.1)	Collaboration between private education institutions and universities' special education and application and research centers will be increased.
	p.156(675)	The lifelong learning system will equip individuals with the skills needed by the labor market through certified training programs, enabling them to participate more effectively in social and professional life.
Twelfth Development Plan (2024–2028) **The Presidential Annual Program for 2025**	p.158(682)	The qualitative development of universities will be monitored and guided.
	p.158(683)	The quality of academic staff will be enhanced.
	p.159(684)	The professional competencies of university students and graduates will be enhanced.
	p.159(685)	The level of internationalization in higher education will be increased, and our country will be transformed into an attractive hub for highly qualified international students and academics.
	p.159(686)	The quantity and quality of the doctoral workforce will be increased.
	p.159(687)	University campuses will be supported in their transformation into sustainable and climate-friendly campuses.
	p.160(688)	Digital transformation in higher education will be achieved.
	p.160(689)	The financial sustainability of universities will be strengthened by increasing their own revenues.
	p.160(690)	The qualifications of administrative and technical staff at universities will be improved.
Twelfth Development Plan (2024–2028)	p.160(691)	Technology Transfer Offices (TTOs) at universities will be strengthened.
	p.160(692)	Vocational and technical education at the higher-education level will be strengthened.
	p.161(693)	The culture of quality assurance within the higher education system will be expanded and strengthened.
	p.162(695.3)	New-generation collaboration programs will be launched — in partnership with the public sector, academia, and industry — to train qualified specialists in strategic technology fields.

UPPER LEVEL POLICY DOCUMENT	RELEVANT SECTION/ REFERENCE	ASSIGNED TASKS /NEEDS
Twelfth Development Plan (2024–2028) Presidential Annual Program for 2025	p.169(717.3)	The governance model of university hospitals will be restructured to ensure an effective and sustainable system in terms of their education, research, and service delivery functions.
Twelfth Development Plan (2024–2028)	p.170(720.1)	Family education and counseling services will be diversified and expanded through cooperation among the public sector, universities, and non-governmental organizations, and specialized guidance and professionalization in these areas will be ensured.
	p.171(723.1)	Comprehensive initiatives will be carried out — in cooperation with public institutions and organizations, universities, and non-governmental organizations — to identify the root causes of domestic violence and to strengthen preventive mechanisms.
	p.179(746.12)	Governance models will be developed that bring together young people with relevant public institutions and organizations, NGOs, universities, and the private sector, in order to generate initiatives in areas where our country can further develop.
	p.188(785.7)	Reference texts on Turkish culture and civilization will be published — within a defined program — by academically qualified universities, publishing houses, and relevant public institutions.
	p.196(809.2)	Third-age university programs aimed at supporting active aging among older adults, within the framework of lifelong learning, will be expanded.
	p.197(815.1)	A consultative board will be established — with the participation of public institutions and organizations, universities, the private sector, and NGOs — to enhance effectiveness in migration management.
	p.229(940.4)	Efforts will be undertaken to establish units in universities focusing on the field of civil society and to provide support for these units.
	p.238(973.5)	Cooperation will be developed with institutions, organizations, universities, NGOs, and individuals that influence international public opinion and conduct studies related to Türkiye, and initiatives will be undertaken to promote Türkiye.
Medium-Term Program (MTP) (2026- 2028)	Development p.21	Within the framework of the university–industry collaboration model, technology platforms, productization-oriented platforms, and pioneering R&D laboratories will be effectively supported.
	Development p.21	R&D activities and university–industry collaboration will be strengthened in priority areas such as artificial intelligence, cybersecurity, and space.
	Development p.25	Across all levels of education, curricula and infrastructure will be developed in line with digital transformation, and a process-oriented, competency-based digital assessment and evaluation system will be established.
	Employment p.28	In high-priority fields such as defense, artificial intelligence, energy, and space, graduate education abroad will be supported, and continuous and vocational training programs will be expanded through university–private sector cooperation.
	Employment p.28	Opportunities and environments that allow qualified researchers conducting high-level scientific and technological studies abroad to work full-time or part-time in our country will be diversified.

UPPER LEVEL POLICY DOCUMENT	RELEVANT SECTION/ REFERENCE	ASSIGNED TASKS /NEEDS
Medium-Term Program (MTP) (2026- 2028)	Employment p.28	The vocational and technical education curriculum will be updated in cooperation with the private sector, and private-sector participation — including in management and financing — will be increased so as to expand internship and on-the-job training programs.
	Employment p.28	The vocational and technical education curriculum will be updated in line with sectoral needs — particularly in the field of artificial intelligence — and institutional infrastructure will be strengthened to ensure student access and guidance.
	Employment p.28	A graduate tracking system will be established for graduates of vocational and technical secondary and higher education; their performance in the labor market will be analyzed and shared with relevant stakeholders.
	Employment p.29	Access to vocational education for students with special educational needs will be increased.
	Employment p.29	Rapid training modules targeting micro-credentials to be defined in critical areas such as artificial intelligence and cybersecurity will be implemented through cooperation between the public sector, the private sector, and universities.
	Employment p.29	The virtue of work and the social value of productivity will be reflected in the curriculum from the very beginning of formal education.
	Balance of Payments p.34	In sectors such as tourism, logistics and transportation, information technologies, financial services and consulting, education, health and sports tourism, trade fairs, cultural industries, overseas contracting and technical consultancy, and green services, foreign-exchange-earning trade in services — with a focus on market penetration and consolidation in international markets, branding, productivity, and competitiveness — will be supported.
	Balance of Payments p.35	Efforts will be undertaken to strengthen the country's international position in the field of educational services and to increase service export revenues derived from international students.
	Public Finance p.40	Public service buildings — particularly those providing education and health services — will be reinforced against disasters and emergencies, and their level of preparedness will be increased.
	Public Finance p.40	Energy-efficient, zero-waste-compatible, horizontally oriented, and disaster-resilient settlements that contribute to the green transition will be constructed.
Presidential Annual Program for 2025	p.188(544.1)	Working and research opportunities for doctoral and postdoctoral researchers will be improved.
Presidential Annual Program for 2025	p.188(544.2)	To increase the pool of qualified human resources with research experience, greater participation of undergraduate, graduate, and doctoral scholarship holders in publicly supported R&D projects will be ensured.
Presidential Annual Program for 2025	p.195(555.2)	Promotion, capacity-building, support, and award programs will be implemented in order to increase participation — with high-quality projects — in the EU Research and Innovation Programs and to improve the rate of returns.

4.5. PROGRAM- SUB PROGRAM ANALYSIS

In the Program–Subprogram analysis of our university, the list was created in line with our responsibilities within the performance-based program budgeting system. In accordance with the core mission responsibilities of our university, the programs and subprograms related to the targets set out in our current Strategic Plan have been identified, and the achievement levels of the subprogram targets have also been determined.

Table 9th Program / Sub Program and Objective Analysis

PROGRAM	SUB PROGRAM	FINDINGS	NEEDS
RESEARCH, DEVELOPMENT, AND INNOVATİON	**Research Infrastructures — Subprogram Objectives:** To establish research infrastructures in higher education institutions and strengthen their capacities in order to contribute to the increase of our country's knowledge base and its technological development.	The aim is to improve the existing infrastructure of our University's Central Laboratory (MERLAB), enhance it technologically, and thereby create added value by contributing to all its stakeholders, as well as to national and international scientific advancement. As a Research University, our institution aims to increase the number of infrastructure projects each year.	The target has been achieved within the framework of the resources allocated to our university.
	Scientific Research and Development in Higher Education — Subprogram Objectives: To increase scientific studies carried out for the purpose of innovation in higher education institutions.	*In indicators such as the number of products emerging as a result of R&D, the number of projects carried out by research centers in cooperation with industry, the number of R&D projects supported by national and international institutions, and the number of scientific publications indexed in international databases, the subprogram target has been exceeded. *Decisions made by the organizations purchasing the rights to commercialized products, the slow progress in the evaluation of project applications, and insufficient planned budgets may slow down applications related to patents, commercial products, and similar outputs in this process. *Although the number of patents, utility model, and industrial design applications remained below the targeted level, an improbable result has been achieved.	*The budget allocated for R&D should be increased. *Resources in the areas of patents, utility models, and industrial design should be expanded, and applications should be encouraged. *The number of products commercialized as a result of R&D should be increased. *Both the quality and quantity of projects should be enhanced.
LIFELONG LEARNING	**Continuing Education Activities of Higher Education Institutions — Subprogram Objectives:** To provide training in areas needed by all segments of society, and to contribute to the development of cooperation with public institutions and organizations, the private sector, and international organizations.	*In the indicators of the number of applicants to training programs and the number of certificates issued for vocational training by the Continuing Education Center (CEC), the subprogram target has been exceeded.	*Activities within the scope of lifelong learning should be continued more effectively, and both their quality and quantity should be increased. *The Continuing Education Center (CEC) should be strengthened, and the trainings to be offered both within and outside the university should be increased — in terms of both variety and number — by making use of various communication channels.
CURATIVE HEALTH SERVICES	**Treatment Services Subprogram Objectives:** To ensure the accessible and effective delivery of curative health services.	*Due to renovation and strengthening works carried out for hospital buildings identified as unsafe against earthquake risk, the targeted indicator values for treatment services have been partially achieved.	*Following the completion of the renovation and strengthening of our hospital buildings, the capacity of healthcare services will be increased and access to services will be facilitated.
HIGHER EDUCATION	**Scholarships and Support Provided to Academic Staff Subprogram Objectives:** To train academics who are competent in their fields, engaged in research, and capable of producing and disseminating knowledge.	*In the indicator measuring the number of doctoral students benefiting from scholarships provided in priority fields determined by the Council of Higher Education, the subprogram target value has been exceeded. *Although participation of academics in scientific activities has been supported, it has remained below the targeted level.	*Financial support provided to academics for their participation in scientific activities should continue to increase within the allocated budget. *Participation of young university academics in doctoral or postdoctoral training abroad should be encouraged in order to strengthen international cooperation mechanisms.
	Associate Degree Education, Undergraduate Education, and Graduate Education Subprogram Objectives: To train graduates who possess professional competence and are open to continuous development.	*In indicators such as the number of individuals completing doctoral education, the number of resources available in the library and the number of library users, the number of students participating in Technopark or Technology Transfer Office (TTO) projects, and the number of programs offering instruction in a foreign language, the targeted subprogram values have been exceeded. *Although the proportion of graduate programs is high, the share of graduate students within the total student population has remained insufficient. *The number of education programs to be jointly implemented with international organizations needs to be increased.	*To enhance the quality of education and training services and ensure their delivery in line with national and international standards. *The amount of educational space per student should be increased. *Students should be encouraged to apply for inventions, patents, and utility models. *The scientific activities of graduate students need to be increased.
	Student Life in Higher Education Subprogram Objectives: To improve the quality of nutrition and accommodation services provided to higher education students, and to enhance students' quality of life by	*The targeted subprogram values have been exceeded in the indicators related to the number of students benefiting from accommodation services provided to our university's students, as well as accommodation and nutrition expenditures per student. *The targeted level has been achieved in the number of student clubs and societies.	*Social, cultural, and sporting activities for students should be increased. *More active student participation in student club and society activities should be supported.

PROGRAM	SUB PROGRAM	FINDINGS	NEEDS
	supporting their personal and social development.	*In addition, the objective of improving students' quality of life by supporting their personal and social development has been partially achieved, and more effective initiatives will be undertaken to this end.	*The number of students benefiting from nutrition services and the quality of cafeteria services should be improved.

4.6. IDENTIFICATION OF ACTIVITY AREAS AND PRODUCTS AND SERVICES

Table 10th Activity Area- Product/Service List

SERVICE	
Activity Area	**Product/Services**
Education and Training	Associate Degree / Undergraduate / Graduate Education Programs Foreign Language Preparatory and Education Programs Specialization and Subspecialty Training Programs Open and Distance Education Programs Exchange Programs (Erasmus, Mevlana, Farabi, etc.) Continuing Education and Certificate Programs In-Service Training Programs International Cooperation Protocols Library Services
Research and Development	Services Provided by Application and Research Centers Services Provided by the Central Laboratory and Academic Research Laboratories Research Capacity Building and Project Support Services Funded by National and International Sources (Presidency of Strategy and Budget, TÜBİTAK, TÜSEB, EU, etc.) (PROTEK, EU and International Projects Coordination Office) Institutionally Funded Research Capacity Building and Project Services (BAP) Product Development and Prototyping Services Access to Scientific Publications, Publishing, Printing, and Support Services Scientific Meetings and Events Incentive and Award Programs for Research Activities
Community Engagement	Human Health Services Provided by University-Affiliated Hospitals and Laboratories Animal Health and Veterinary Services Provided by the University-Affiliated Animal Hospital Services Provided by University-Affiliated Museums Farm Products Consultancy and Expert Witness Services Continuing Education Center and Certificate Programs Education and Certificate Programs in Science, Arts, and Sports for Children and Youth Accommodation, Nutrition, and Transportation Services Guidance, Counseling, and Social Support Services Counseling and Support Services for Disadvantaged Groups Cultural and Social Events (Graduation Ceremonies, Spring Festivals, Seminars, Talks, Concerts, etc.) Cultural and Social Facilities and Infrastructure University Promotion Days Sports Activities Corporate Communication Activities and Services

Innovation and Entrepreneurship	• Technology Transfer Office (TTO) Services • Technopark Services and Collaborations • Incubation Services for Entrepreneurs • Support Services for Patents, Designs, and Intellectual and Industrial Property Rights • University–Industry Collaboration and Contracted R&D Project Support Services • Internship Opportunities

4.7. STAKEHOLDER ANALYSIS

The stakeholder analysis prepared within the scope of the 2026–2030 Strategic Plan encompasses the analysis of reports from External Advisory Board meetings held regularly between 2021 and 2024; the results of the External Stakeholder Workshop conducted on 13 September 2024 with the participation of academic staff, administrative staff, representatives of the public and private sectors, non-governmental organizations, and undergraduate and graduate students; the results of the differentiation analysis of Istanbul University–Cerrahpaşa; and data obtained from satisfaction surveys administered to students and academic/administrative staff.

The quantitative and qualitative data obtained were evaluated using a thematic analysis approach, and stakeholder views were classified under the headings of education and training, research and development, and community engagement. Within the scope of the differentiation analysis, Istanbul University–Cerrahpaşa was identified as having distinctive strengths particularly in the fields of health, engineering, natural sciences, and social sciences, based on its research infrastructure, practice- and industry-oriented educational approach, strong collaborations with the public sector and the health/industry sectors, and its capacity for community engagement. This analysis contributed to the identification of strategic focus areas in alignment with the university's mission and vision.

In line with the analysis results, priority strategic directions were identified as the review of education and training objectives, updating of curricula, enhancement of student support services, increasing academic collaborations in research and innovation, strengthening the integration of graduates into the labor market, and sustaining education, research, and service activities focused on community engagement. According to the satisfaction survey results, faculty competence emerged as a key performance indicator from the student perspective, while management and organization, along with education and communication opportunities, stood out as key performance indicators from the perspectives of academic and administrative staff.

Table 11th Stakeholder Prioritization

Stakeholder Group	Stakeholders	Internal / External	Level of Importance	Impact Level	Strategic Priority / Management Approach
1.Core and Critical Stakeholders	Academic/Administrative Staff, Academic/Administrative Units and Hospitals, Students and Alumni, Ministries, Presidency of Strategy and Budget, Local Governments, TÜBİTAK, Court of Accounts; Universities, PROTEK, Technology Transfer Office (TTO), Technopark, KOSGEB, Turkish Patent and Trademark Office, Public Procurement Authority, Social Security Institution (SGK), National Agency, European Union, Turkish Medicines and Medical Devices Agency, Higher Education Quality Council of Türkiye (YÖKAK), Turkish Academy of Sciences (TÜBA); TÜSEB, Development Agencies, International Organizations, Overseas	İP / DP	Significant	Strong	Collaborate

	University Units, Other Public Institutions, Social Media Platforms.				
2.Supporting Stakeholders	Retired Staff; Media Organizations; Employers and Employer Organizations; Suppliers; Patients and Their Relatives; Industrial Organizations; Turkish Cooperation and Coordination Agency (TİKA); Professional Associations; Federations.	DP	Significant	Weak	Protect Their Interest
3.Monitoring-Oriented Stakeholders	Other Hospitals	DP	Significant	Weak	Observe

Table 12th Stakeholder/Product-Service Matrix

Education / Research / Entrepreneurship / Service	Undergraduate Programs	Graduate Programs	Specialization and Subspecialty Training Programs	Associate Degree Programs	Foreign Language Programs	Lifelong Learning Programs	National and International Exchange Programs	Research Projects	Scientific Publications	Scientific Conferences	University-Industry Collaboration	Support for R&D Activities	Patent, Utility Model, and Design Registration	Support for Entrepreneurship and Technology	Health	Academic Advising	Consultancy or Expert Witness Services	Scientific and Cultural Events	Accommodation, Nutrition, and Transportation	Cultural, Arts, and Sports Activities	Promotion and Public Relations	Social Responsibility Activities
Academic Staff	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Administrative Staff	X	X	X	X	X	X	X	X				X			X			X	X	X	X	X
Academic Units	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X
Administrative Units	X	X	X	X	X	X	X	X				X	X	X	X			X	X	X	X	X
IUC University Hospitals	X	X	X	X		X	X	X	X	X		X		X	X		X	X	X	X	X	X
Retired Personnel																		X		X	X	X
Students	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X	X	X	X
Prospective Students						X												X			X	
Alumni						X												X		X	X	
Ministry of Education	X	X	X	X	X	X	X	X		X		X		X			X	X	X	X	X	X
Ministry of Health	X	X	X	X		X	X	X		X					X		X	X		X	X	X
Ministry of Industry and Technology	X	X	X	X		X	X	X		X		X	X	X	X		X	X		X	X	X
Presidency of Strategy and Budget						X	X	X			X	X	X	X			X	X			X	X
Other Ministries	X	X	X	X	X	X		X	X	X		X		X	X		X	X				
Counsel of Higher Education	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X			X	
Interuniversity Board								X	X	X							X					
ÖSYM	X	X	X	X	X												X					
Other Hospitals			X				X	X	X	X							X	X			X	
Local Authorities														X			X	X	X		X	
TÜBİTAK		X					X	X	X	X				X			X					
Media Organizations																	X	X			X	
Turkish Patent and Trademark Office								X	X						X		X	X	X		X	
Court of Accounts								X														
Universities	X	X	X	X	X	X	X	X	X	X												
Employer and Employer Organizations	X	X	X	X		X				X												
Suppliers								X		X												

Education / Research / Entrepreneurship / Service	Undergraduate Programs	Graduate Programs	Specialization and Subspecialty Training Programs	Associate Degree Programs	Foreign Language Programs	Lifelong Learning Programs	National and International Exchange Programs	Research Projects	Scientific Publications	Scientific Conferences	University-Industry Collaboration	Support for R&D Activities	Patent, Utility Model, and Design Registration	Support for Entrepreneurship and Technology	Health	Academic Advising	Consultancy or Expert Witness Services	Scientific and Cultural Events	Accommodation, Nutrition, and Transportation	Cultural, Arts, and Sports Activities	Promotion and Public Relations	Social Responsibility Activities
Patients and their Relatives	X	X	X					X														
Teknokent	X		X	X				X	X					X			X					
KOSGEB														X			X					
Public Procurement Authority	X			X											X		X		X			
Social Security Institution (SGK)															X		X					
National Agency	X			X			X	X	X	X				X			X				X	
Relevant International Organization	X	X	X	X	X	X	X	X	X	X											X	
Other Public Institutions	X			X				X		X				X	X		X	X	X			
Non-governmental Organizations						X		X	X	X				X	X		X	X			X	
Industrial Organizations		X		X				X			X	X	X	X		X						
Press Advertisements Agency																		X		X		
European Union	X	X	X	X	X	X	X	X	X	X		X	X	X	X			X		X	X	X
United Nations and Its Sub-Entities	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X
Turkish Medicines and Medical Devices Agency	X		X	X						X					X	X						
TİKA	X	X		X			X											X			X	X
Relevant units of foreign universities	X	X	X	X	X	X	X	X	X	X		X			X						X	
Professional organizations	X					X		X	X	X								X				
Higher education and research/project support institutions		X	X			X		X	X	X					X							
YÖKAK	X	X	X	X				X		X	X	X	X									X
TÜBA	X	X	X	X				X														
TUSEB		X	X					X	X	X												
Development Agency	X	X		X		X		X														
Federations														X						X		X
Students' Families	X	X	X	X	X		X								X			X	X	X	X	
Social Network Platforms	X	X	X	X	X	X	X			X					X			X	X	X	X	X

4.8. INTERNAL ANALYSIS

4.8.1. Human Resources Competency Analysis

Istanbul University–Cerrahpaşa aims to improve institutional performance by assessing employees' knowledge, skills, and attitudes in alignment with the University's objectives. These analyses identify the current situation and development needs, thereby supporting the achievement of strategic goals. The process is carried out under Procedure 311.4PR (Personnel Performance Evaluation Procedure); using managerial assessment and self-assessment methods, results are classified into four levels. As of 2024, the University has 5,263 tenured staff members in total, comprising 2,829 academic and 2,434 administrative personnel. The academic-to-administrative ratio is approximately 2/3. The student population is 34,598. For administrative personnel, the evaluation is conducted using Form 311.4.1F (Manager Form) and Form 311.4.2F (Employee Form).

Managers: strategic thinking, goal setting, work planning, decision-making, communication, developing subordinates, motivation, and leadership.

Other personnel: professional competencies (job knowledge, quality, responsibility), behavioral competencies (communication, innovativeness, teamwork), individual competencies (working in a planned manner, representational skills), participation in training.

Results are converted into individual development plans through Form 311.4.4F (Feedback Form), and in-service trainings are identified. In this way, the current competency level and capacity development needs are determined.

4.8.2. Institutional Culture Analysis

In the Istanbul University–Cerrahpaşa 2026–2030 Strategic Plan, the satisfaction of academic and administrative personnel was assessed. Satisfaction surveys consisting of 77 questions for academic staff and 29 questions for administrative staff were administered, with participation from a total of 449 academic and 746 administrative personnel. Survey results indicated high overall satisfaction; however, areas requiring improvement were also identified.

With the objective of strengthening institutional culture, improvements to the administrative infrastructure and the strengthening of human resources are planned. The University operates with the vision of a research university that embraces innovative practices under the slogan "to be the best." Planned improvements include major projects such as the construction of new administrative buildings, the expansion of the staffing of the Office of Legal Counsel, and restructuring the Department of Information Technologies to operate as a more autonomous unit.

4.8.3. Physical Resources Analysis

The University has a campus area of 876,019 m², of which 586,114 m² is indoor (enclosed) space. The University's current book holdings, databases, and electronic equipment infrastructure are not yet at an adequate level. Within the scope of available financial resources, the enrichment of the library infrastructure and databases is targeted.

4.8.4. Financial Resources Analysis

In conducting the financial resources analysis, it was aimed—taking the University's budget into account—to set the objectives, targets, performance indicators, and strategies in the strategic plan in a realistic manner.

The estimated resources table was prepared by taking the medium-term financial plan into consideration for 2026–2027 and by making projections for 2028–2030. The University aims to increase both budgetary and non-budgetary resources that will enable the realization of the strategic plan targets.

Table 13th Financial Resources Analysis

RESOURCES	2026	2027	2028	2029	2030	TOTAL RESOURCES
Special Budget	12.651.392.000	14.366.510.000	15.750.752.000	16.825.000.000	19.347.000.000	78.940.654.000
Revolving Fund	10.878.602.000	11.788.709.000	15.492.368.000	17.598.850.000	19.500.653.000	75.259.182.000
External Funding (EU Projects)	40.000.000	45.000.000	50.000.000	60.000.000	70.000.000	265.000.000
TÜBİTAK	48.000.000	70.000.000	80.000.000	90.000.000	100.000.000	388.000.000
Development Agency	20.000.000	0	25.000.000	0	30.000.000	75.000.000
TÜSEB	8.000.000	10.000.000	11.000.000	13.000.000	15.000.000	57.000.000
TOTAL (RESOURCES)	**23.645.994.000**	**26.280.219.000**	**31.409.120.000**	**34.586.850.000**	**39.062.653.000**	**154.984.836.000**

4.8.5. Technology and Information Systems Infrastructure Analysis

Under the coordination of the Department of Information Technologies, the software, hardware, network, security, and communications infrastructure are managed.

- Software: 46 enterprise systems (e.g., AKSİS, CANVAS, EBYS), and externally sourced software (BAPSİS, AVESİS). In 2023, six new licenses (such as SPSS, AutoCAD, and ArcGIS) were procured and 14 licenses were renewed.
- Hardware: 311 virtual servers, 761 network switches, 646 access points (+94 in 2023). 2,065 cameras.
- Internet: Outbound connectivity via ULAKNET, with fiber-optic connections (Avcılar–Büyükçekmece 80 Gbps, Avcılar–Yeşilköy 20 Gbps). Eduroam is available across all campuses.
- Information Security: ISO 27001, ISO 27701, ISO 20000-1, ISO 22301 certifications. 71,703 active email accounts; Microsoft Defender for Cloud.
- Communications: 4,044 IP phones; campus card infrastructure.
- Needs
- 797 additional access points (356 urgent)
- Central administrative building
- Increase in the number of technical staff
- Strengthening network and system redundancy
- Enhancing the cybersecurity infrastructure
- Increasing inter-campus connection speeds
- Strengths
- System infrastructure equipped with up-to-date technology
- Information security in compliance with ISO standards
- Redundant data storage
- Fiber-optic connections
- In-house development capability for institutional software

In conclusion, the infrastructure is being continuously improved. However, due to the growing number of users and the dispersed campus structure, needs related to the wireless network, cybersecurity, and technical staffing are priorities.

4.9. ACADEMIC ACTIVITIES ANALYSIS

Table 14th Table: Academic Activities Analysis

Core Academic Activities	Strengths	Weaknesses/ Areas of Concern	What should be done?
Education and Training	1. Programs are designed in alignment with the Turkish Qualifications Framework (TQF/TYÇ), with stakeholder input, and are approved rapidly. 2. Academics' multidisciplinary work is supported. 3. Broad elective course pools are available. 4. Programs are designed in line with accreditation processes and are continuously monitored. 5. A strong digital learning infrastructure and distance education opportunities are provided via platforms such as AKSİS, EBS, and CANVAS. 6. International student admissions and social responsibility projects are strongly supported. 7. A young/dynamic academic staff tends to use up-to-date digital methods in teaching. 8. Education is student-centered. 9. Assessment and evaluation are carried out based on clearly defined, regulation-based procedures. 10. Students are provided with scholarships/support (meals, employment, etc.). 11. A psychological counselling/support center is available. 12. Infirmaries/first-aid rooms are available. 13. Newly constructed buildings are designed to be accessible for disadvantaged groups. 14. An academic incentive and reward regulation is in place, and awards are granted accordingly.	1. Insufficient academic staffing; in some departments, the student-to-faculty ratio is high. 2. Insufficient capacity of educational buildings. 3. Insufficient emphasis on practical training within curricula and a limited pool of technical elective courses. 4. In some units, program monitoring and evaluation are not systematic; internal and external stakeholder input is insufficiently collected. 5. Insufficient digital learning techniques (e-certificates, videos, etc.) and challenges in integrating distance education programs into courses. 6. Academic advising systems are not sufficiently effective; too many students fall under each advisor. 7. Insufficient library opening hours.	1. Collect more stakeholder input during program updates. 2. Accelerate accreditation processes. 3. Increase the number of faculty members. 4. Construct new educational buildings. 5. Expand technical elective course pools. 6. Increase digital learning content and improve the integration of distance education programs into courses. 7. Monitor academic advising services. 8. Extend library hours and establish workshop spaces for students.

Core Academic Activities	Strengths	Weaknesses/ Areas of Concern	What should be done?
Research and Development	1. The presence of units such as PROTEK, TTO, and BAP and clearly defined processes; support provided for proposal writing and project implementation. 2. Advanced research infrastructure is provided through MERLAB and departmental laboratories across the University. 3. BAP processes are conducted with software support. 4. Resources can be mobilized from TÜBİTAK, TÜSEB, and other international projects. 5. Doctoral programs and interdisciplinary collaborations supported through programs such as TÜBİTAK 2244 and YÖK 100/2000. 6. Protocol-based collaborations with public institutions, test centers, and industry. 7. Income-generating activities of MERLAB, the Continuing Education Centre (SEM), and revolving-fund research centers.	1. Low participation rates in international projects and limited experience in proposal writing processes. 2. Insufficient R&D budgets and bureaucratic barriers in inter-university collaborations. 3. Limited postdoctoral research and career opportunities; a low number of TÜBİTAK 2244 applications. 4. Insufficient library resources in the social sciences. 5. Lack of technical staff in some laboratories. 6. Insufficient individual reward mechanisms within academic performance evaluation processes.	1. Increase information and capacity-building activities for project proposal writing and strengthen international collaborations. 2. Increase the budget share allocated to R&D and allocate a larger portion to departments. 3. Expand postdoctoral research opportunities and increase the number of TÜBİTAK 2244 applications. 4. Increase library resources in the social sciences. 5. Hire missing technical staff in laboratories. 6. Make academic incentive and reward systems more effective and reward individual performance.
Entrepreneurship	1. Entertech provides learning environments and resources (entrepreneurship, innovation, etc.). 2. Entrepreneurship-related projects are regularly announced by the PROTEK unit.	1.A low number of faculty-owned companies in the technopark. 2. Sustainability challenges for established companies.	1. Increase information activities for faculty members on company formation processes. 2. Develop national and international collaborations to ensure the sustainability of established companies.
Social Contribution	1. Social contribution processes are effectively carried out by the Department of Health, Culture and Sports, in cooperation with local administrations. 2. Local administrations and other stakeholders contribute significantly to social contribution processes. 3. Policy documents and activity reports related to social contribution are prepared regularly and shared with stakeholders.	1. Lack of an integrated management model for social contribution processes and the absence of clearly defined process owners. 2. Insufficient budget planning for social contribution activities and inadequacies in physical spaces. 3. Although social contribution performance is monitored, evaluation processes are insufficient. 4. Academic staff have high teaching loads, limiting their participation in social contribution activities.	1. Establish an integrated management model for social contribution processes and define process owners. 2. Plan budgets for social contribution activities and implement improvements to physical spaces. 3. Strengthen monitoring and evaluation mechanisms for social contribution. 4. Balance teaching loads to enable greater academic participation in social contribution processes.

4.10.HIGHER EDUCATION SECTOR ANALYSIS

Developments in the higher education sector and the impact of these developments on the university have been evaluated. Findings regarding the factors and problems within the sector have been identified. The opportunities offered by the external environment to the university and the threats it creates have been determined. The sectoral analysis consists of two analyses: trend analysis and structural analysis (Table 15, Table 16). In the trend analysis, a PESTLE analysis was carried out focusing on political, economic, sociocultural, technological, legal and environmental factors. In line with changes in the external environment, it has been determined which changes the university needs to make. In the structural analysis, the status of four forces was evaluated: Competitors (other universities), Stakeholders (students, public administrations, the business world, NGOs, etc.), Suppliers (institutions from which the university procures goods and services), and Regulatory/Supervisory Bodies (CoHE/YÖK, accreditation bodies, etc.). When developing the university's strategy, the sectoral trend and structure analyses were taken into consideration.

Table 15th Pestle Analysis for Sectoral Trends

FACTORS	Findings (Factors/Issues)	Impact on the University		What should be done?
		Opportunities	Threats	
Political	Aim to be among the world's top 100 universities. Research University status. Matching with priority sectors in the Development Plan.	Differentiation of the Research University status and mission. Attracting international students in terms of location, departments and recognition. Bologna compliance. Number of accredited programs.	Insufficient financial resources. Loss of qualified staff due to economic conditions and academic competition. Lack of understanding among academic staff about the National Qualifications Framework, accreditation and the use of funding resources. High student-to-faculty ratio in some units.	International publication-project-patent incentives should be increased. Cooperation with other universities, public institutions, the private sector and international stakeholders should be increased. Accreditation preparations should be completed.
Economic	Deterioration in economic indicators.	Increasing resources through external funds and project revenues. Rising demand in the country in some fields (e.g., health tourism).	Cost increases due to inflation and exchange rates. Budget appropriations being insufficient. Loss of qualified staff and students due to increased cost of living.	Planning and increasing revenue-generating activities. Domestic alternative/joint procurement for imported inputs. Directing towards EU and similar projects. Strengthening scholarship and dormitory opportunities.

FACTORS	Findings (Factors/Issues)	Impact on the University		What should be done?
		Opportunities	Threats	
Legal	Changes in academic appointment and promotion criteria. Austerity measures taken to improve the economy.	Strengthening of academic staff. Culture of savings and resource efficiency.	Loss of flexibility in education as accreditation becomes an instrument for implementing public policies. Adaptation burden imposed on academics by changes in appointment criteria.	Increasing efficiency in energy management and the management/maintenance of movable and immovable assets. Balancing communication and workload to comply with new criteria. Creating new financial resources with private-sector contribution.
Technological	Digital transformation and innovative technologies. Entrepreneurship and technological innovation.	Efficiency through AI/ML, automation and learning analytics. Access through hybrid/distance education. Commercialization through entrepreneurship and the TTO/Technopark.	Cybersecurity and data privacy risks. Digital transformation costs. Skills gap. Decline in motivation/interaction in distance education.	Conduct regular security audits. Ensure compliance with KVKK and GDPR. Provide competency training for academic/administrative staff. Strengthen technology transfer and digital content production.
Environmental	Environmental pollution (air, water, soil). Natural resource richness on campuses. Earthquake risk.	Abundance of green areas on campuses. High potential to create exemplary sustainability projects through the expertise of academics in different departments. Completing buildings under construction in accordance with earthquake regulations will increase trust in the university. Energy efficiency and renewable energy applications.	Air and water pollution. Incorrect waste management. Energy costs. High initial investment required for renewable energy sources. Risk of earthquake and infrastructure damage. Water stress.	Develop waste and water management protocols. Conduct energy-efficiency audits and increase renewable energy use. Carry out rainwater harvesting/water saving planning and studies. Conduct disaster-resilience assessments (e.g., earthquakes) and prepare disaster management plans.
Sociocultural	Increase in lifelong learning awareness in society. Population and demographic changes in the university and its region. Increase in faculty and student exchange programs thanks to globalization. Cultural values and trends. The problem of violence in healthcare.	A ready environment provided by the Continuing Education Application and Research Center (SEM) in response to lifelong learning demand. Cultural diversity and an increase in international students. Opportunity to strengthen corporate image. Variability in the values, expectations	Need to change traditional education approaches and adapt to new educational methods. Disruptions in stakeholder communication. Social cohesion/language barriers. Differences in academic standards.	Target group/stakeholder analysis. Increasing the role of SEM. Establishing orientation and mentoring programs for students, academics and society. Developing community-centered projects. Organizing public awareness campaigns on violence in healthcare. Psychological support and awareness-raising activities.

FACTORS	Findings (Factors/Issues)	Impact on the University		What should be done?
		Opportunities	Threats	
		and social tendencies of young people.	Demotivating factors such as violence in healthcare.	

Table 16th Sectoral Structure Analysis

FACTORS	Findings (Factors/Issues)	Impact on the University		What should be done?
		Opportunities	Threats	
Competitors	Competition created by well-established state research universities in terms of both students and research funds. Increased competition due to broad scholarship opportunities and international connections offered by private universities. International higher academic standards and global student attraction power. Competition among research universities.	Long institutional history. The university's brand value in strong fields. High number of accredited units and laboratories. Having an independent Technology Transfer Office and a Technopark. Proximity to the industrial ecosystem.	Risk of losing students and research funds. Risk of brain drain. Risk of lagging behind in R&D investments. Budget allocation towards newly established universities.	Increasing national/international funds and scholarships. Focusing on innovative projects. Infrastructure investment. Establishing joint programs and research networks. Expanding accreditation.
Stakeholders	Students' academic, social and career expectations. Expectations of academic and administrative staff regarding career development, research opportunities and personal rights. Inability to ensure sufficient interaction and communication with alumni, NGOs, the private sector and the public sector.	Institutional collaborations enabled by broad education and research potential. The University's Development Foundation organized as a Technopark joint-stock company. Having a Technology Transfer Office, highly competent project offices and strong laboratories. Quality policy	Students arriving insufficiently prepared. Weak academic–administrative interaction. Insufficient use of existing competencies/tools.	Increasing awareness of the relevant concepts. Increasing collaborations among academics, the private sector and the public sector. Actively using the alumni network. Expanding the laboratory inventory. Using the IUC Development Foundation more actively.
Suppliers	Rapid changes in the country's economic dynamics.	Supplier ecosystem through the Technopark/TTO. Scale advantage due to extensive infrastructure needs.	Slowdown of processes due to legal regulations. Vendor-related delays/disruptions. Exchange rate fluctuations. Payment problems due to limited budget.	Standardization of technical specifications. Support from academic units in supplier selection. Budget planning and alternative procurement for critical imported items.

FACTORS	Findings (Factors/Issues)	Impact on the University		What should be done?
		Opportunities	Threats	
Regulatory/ Supervisory Bodies	Insufficient internal feedback in quality processes. Commitment to standards and supervisory bodies.	Having received institutional accreditation. Increase in the number of program accreditations. Increased recognition through quality assurance. EU harmonization processes.	Lack of technical staff. Financial burden of accreditation. Loss of flexibility due to strict regulation and pressure on innovation.	Accelerating accreditation processes. Awareness trainings. Full implementation of Bologna/ECTS practices.

4.11.SWOT ANALYSIS

Table 17th SWOT Analysis

Internal Environment		External Environment	
Strengths	**Weaknesses**	**Opportunities**	**Threats**
Research university identity; well-established brand; strategic management for sustainable growth	Loss of emblematic structures due to the separation process	International collaborations; leadership through community service projects	Rising unemployment and the rate of unemployed university graduates
Regular reporting; established procedures; active web and social media	Bureaucratic barriers in access to information	Increased trust/visibility through transparency and social media	Manipulation of information; legal/political restrictions; use of transparency data by competitors as a strategic disadvantage
Clear and motivating mission; alignment with the strategic vision	Failure to internalize the mission; resource shortages; no data management system	Strategic expansion opportunities; CoHE (YÖK) mission differentiation	Financial crises and market fluctuations
Experienced administrative staff; recognition in quality management; quality systems in healthcare	Limited autonomy in appointments; low satisfaction with merit/participation; no performance system	Processes facilitated by technology; inclusive governance; quality assurance systems; Occupational Health and Safety Law	Restructuring burden after the separation; difficulty adapting to regulatory changes
Strong alumni network; proximity to stakeholders in Istanbul	Weak alumni tracking; weak external stakeholder relations; few activities that increase sense of belonging	Improved quality of decisions and services through stakeholder contribution	Weakening of belonging due to restructuring/name change; dissatisfaction due to relocations
Location in Istanbul	Low international student circulation	Potential to attract international students; increase in numbers with the removal of quotas	Strong promotion by foundation (private) universities
Program and laboratory accreditations	Difficulty in data collection; lack of funding	International recognition; increased brand value; attractiveness to the private sector	Other universities having more accreditation; rapid obsolescence of laboratory technologies and high costs
Wide range of programs; effective education management	High student-to-faculty ratio; few staff with foreign-language proficiency; slow adoption of innovative methods	IT developments; Bologna mobility; continuing education/distance certificates	Health crises/natural disasters; need to update programs; public budget cuts
Competence of academic staff	Low number of faculty members; focus on quantity weakens quality; waiting for norm staff allocations	Improved academic quality with increased communication/technology;	Lack of academic and personal development; shift to private universities and motivation loss due to

Internal Environment		External Environment	
Strengths	**Weaknesses**	**Opportunities**	**Threats**
		recruitment as a new university	staffing constraints; loss of human resources abroad due to low income and inadequate infrastructure
Library resources are accessible; potential to develop digital archives and databases	Insufficient study areas; library not central; weak internet infrastructure	Increasing digital resources; remote access opportunities; academic collaborations	Inequality in access to technology; infrastructure costs; competitors' advanced platforms
Accessibility infrastructure for people with disabilities; scholarship and counseling services	Campuses are not fully accessible; lack of materials for visually/hearing-impaired users	Distance education/subtitles/AI; NGO partnerships; inclusivity trainings	Risk of discrimination against disadvantaged groups; insufficient budget for special services/infrastructure
Infrastructure and construction works are ongoing	No dormitory/guesthouse; post-earthquake projects not completed; limited social areas	Opportunity for new construction	Foundation universities' advantage of rapid improvement; buildings evacuated due to the earthquake
Student guidance/career center; diversity of clubs	Insufficient internship opportunities; no 24-hour "live campus"	Management that revitalizes social life; modern campus designs	Competitor universities' student-oriented services; rapidly changing demands
Academic publication capacity; reputable journals	Limited lab equipment; limited publication resources	Reaching a wide audience through open access; funding and grant programs	High journal fees; risks to scientific accuracy/quality of publications
Number of R&D projects is low; interdisciplinary activity is insufficient; project management capacity can be increased	Increasing the number of projects; interdisciplinary collaborations; innovative research funds	Exchange-rate fluctuations; bureaucratic barriers; lack of trust in transparency in external supports	
Patent applications are satisfactory	Commercialization difficulties; low patent awareness	Technopark support; global opportunities through quality patents; industry collaborations	Unauthorized use of patents; rapid technological change; competitors investing more
Project support from the BAP unit	No support for international meetings; incentives not distributed equally; information gaps	Incentive system for WoS publications and international conference papers	Decreased support as resources are distributed to more people
International collaboration rate is low; potential to develop new collaborations	CoHE (YÖK) supports; international collaborations via the Technopark; academic exchange programs	Political conjuncture making collaborations difficult	
Talented student capacity; experienced academics	Low entrepreneurship awareness; official procedures slow things down	Entrepreneurship ecosystem; government incentives; AI/green energy/digital transformation projects	Increased competition; resource shortages; economic crises; brain drain
Potential to commercialize experts' ideas	Lack of business management knowledge/experience; project management capacity can be increased	Incentives/tax advantages; new business ideas in rising sectors; university-supported start-ups	Insufficient investment; rapid technological change; economic fluctuations

Internal Environment		External Environment	
Strengths	**Weaknesses**	**Opportunities**	**Threats**
Industry-oriented R&D activities; active role in sustainability projects	Weak local government partnerships and business relations	Industry collaborations via the Technopark; sustainability/social responsibility projects; public-private collaborations	Decline in industry R&D spending; difficulty adapting to needs; differences in targets
Prestigious healthcare institution; expert staff; diversity in healthcare/consultancy/expert-witness services	Limited hospital physical conditions and hospitality services; low visibility of culture and arts	New service buildings aligned with society's health/education/technology needs; income increase through a multidisciplinary structure; health tourism potential	Low SSI (SGK) reimbursement prices; decrease in patient demand due to physical conditions
Museum and exhibition spaces; productivity in projects in social/medical sciences	Lack of integration with society	—	Risk of the research pool becoming detached from practice and society because community-based work remains limited
Pioneering state university in Zero Waste; sustainability efforts by student clubs	Sustainability collaborations can be developed; awareness can be increased; environmental awareness trainings can be disseminated	Growing importance of sustainability; government support for environmentally friendly technologies; rising environmental awareness in society	Difficulties due to natural disasters/climate change; more effective sustainability strategies by competitor institutions
Research university identity; well-established brand; strategic management for sustainable growth	Loss of emblematic structures due to the separation process	International collaborations; leadership through community service projects	Rising unemployment and the rate of unemployed university graduates
Regular reporting; established procedures; active web and social media	Bureaucratic barriers in access to information	Increased trust/visibility through transparency and social media	Manipulation of information; legal/political restrictions; use of transparency data by competitors as a strategic disadvantage
Clear and motivating mission; alignment with the strategic vision	Failure to internalize the mission; resource shortages; no data management system	Strategic expansion opportunities; CoHE (YÖK) mission differentiation	Financial crises and market fluctuations
Experienced administrative staff; recognition in quality management; quality systems in healthcare	Limited autonomy in appointments; low satisfaction with merit/participation; no performance system	Processes facilitated by technology; inclusive governance; quality assurance systems; Occupational Health and Safety Law	Restructuring burden after the separation; difficulty adapting to regulatory changes
Strong alumni network; proximity to stakeholders in Istanbul	Weak alumni tracking; weak external stakeholder relations; few activities that increase sense of belonging	Improved quality of decisions and services through stakeholder contribution	Weakening of belonging due to restructuring/name change; dissatisfaction due to relocations
Location in Istanbul	Low international student circulation	Potential to attract international students; increase in numbers with the removal of quotas	Strong promotion by foundation (private) universities
Program and laboratory accreditations	Difficulty in data collection; lack of funding	International recognition; increased brand value; attractiveness to the private sector	Other universities having more accreditation; rapid obsolescence of laboratory technologies and high costs

Internal Environment		External Environment	
Strengths	**Weaknesses**	**Opportunities**	**Threats**
Wide range of programs; effective education management	High student-to-faculty ratio; few staff with foreign-language proficiency; slow adoption of innovative methods	IT developments; Bologna mobility; continuing education/distance certificates	Health crises/natural disasters; need to update programs; public budget cuts
Competence of academic staff	Low number of faculty members; focus on quantity weakens quality; waiting for norm staff allocations	Improved academic quality with increased communication/technology; recruitment as a new university	Lack of academic and personal development; shift to private universities and motivation loss due to staffing constraints; loss of human resources abroad due to low income and inadequate infrastructure

5.LOOKING INTO THE FUTURE

5.1. MISSION OF ISTANBUL UNIVERSITY-CERRAHPAŞA

To be a research university that conducts pioneering research with its deep-rooted experience, offers quality contemporary education based on universal ethical values, produces solutions to societal problems, contributes to sustainable development, and operates with the slogan **"to be the best."**



Picture 5th Bahçeköy Campus Faculty of Forestry

5.2. VISION OF ISTANBUL UNIVERSITY- CERRAHPAŞA

To become a globally recognized university that stands out with scientific productivity and societal contributions, effectively utilizing opportunities offered by current technologies, and contributing to humanity through international collaborations.



Picture 6th Avcılar Campus

5.3. CORE VALUES OF ISTANBUL UNIVERSITY-CERRAHPAŞA

ACADEMIC FREEDOM: Creating an academic environment where its members are free in the production and presentation of knowledge through their research, service, and educational activities is a primary priority of our University.

SCIENTIFIC EXCELLENCE: Aiming for the highest standards of quality in academic productivity and research areas.

ETHICAL VALUES: In its activities and decision-making processes, our University upholds not only legal regulations but also human rights, human dignity, and ethical principles.

TRANSPARENCY: The university administration ensures that all processes carried out within the institution are auditable.

COOPERATION: Our University implements policies aimed at expanding its national and international cooperation network.

SOCIAL RESPONSIBILITY: Contributes to solving social challenges and shaping the future of society by respecting societal values.

CULTURAL CONTRIBUTION: In addition to all its activities, our University participates in projects that support the cultural development of society, together with its students and members.

STUDENT-CENTEREDNESS: Istanbul University-Cerrahpaşa prioritizes student-centered learning; involves students in administrative processes, offers opportunities based on individual interests, and encourages lifelong learning.

ENTREPRENEURSHIP: Provides the training and opportunities required to instill an entrepreneurial culture among both academic staff and students.

SUSTAINABILITY: Our University ensures that all its activities are environmentally sustainable.



Picture 7th Avcılar Campus Student Cultural Center Building

6.DIFFIRENTIATION STRATEGY

6.1. POSITIONING PREFERENCE

Pursuant to Law No. 7141 dated 18 May 2018, Istanbul University was transformed into two separate universities, and Istanbul University-Cerrahpaşa was recognized as the 11th Research University, adding to the existing 10 core Research Universities.

Within the scope of the differentiation analysis of our university's 2026-30 strategic plan, an alternative positioning preference was also identified to strengthen its strategic focus. In this context, stakeholder opinions were collected, and positioning weights were determined using scientific methods (fuzzy multi-criteria decision making). Within this legal and structural framework, our university has positioned itself as a Research University distinguished by its robust teaching and service activities and rapidly advancing research activities. The alternative positioning preference is Education and Teaching.

6.2. SUCCESS AREA PREFERENCE

The university provides services and conducts educational activities through its robust units. Twelve units have proposed project ideas focusing on the use of artificial intelligence and current technology in research. Our university is oriented towards innovative and collaborative projects, particularly in the field of health. The most significant example of this initiative is the Health Biotechnology Center of Excellence for Joint Application and Research (SABIOTEK), established in collaboration with Yıldız Technical University and Marmara University.

The University’s multidisciplinary structure, which enables collaboration across different fields, stands out as a significant advantage. With a strong position among universities nationwide in the fields of forensic genetics and forensic toxicology, our University currently provides nationwide wastewater drug analysis services, thereby contributing to public health at the national level. At Cerrahpaşa Faculty of Medicine, many departments plan to develop projects in which advanced laboratory techniques are integrated, and to conduct studies in fields such as artificial intelligence and neuroscience. The Department of Histology plans to advance research findings in regenerative medicine, translational medicine, and stem cell studies toward the product development stage. The Department of Ophthalmology is expected to place greater emphasis on retinal stem cell research. The fact that faculties such as the Faculty of Dentistry will conduct studies within the body of SABIOTEK validates the rationale behind the establishment of this structure. The Faculty of Pharmacy engages in studies aimed at industrial collaborations and the development of commercial products in fields such as Clinical Pharmacy, Pharmaceutical Technology, Bio-Analytical Methods, and Immunobiochemistry. With their accreditation experience, the Florence Nightingale Faculty of Nursing and the Hasan Ali Yücel Faculty of Education contribute to the strong positioning of education, following research, within the University’s positioning preference. The Faculty of Engineering is one of the University’s strong faculties in both research and societal contribution. In the field of research, studies are being carried out on artificial intelligence and alternative-energy vehicles.

The University also has a structure that is open to inter-unit collaboration, which constitutes a strong aspect of the institution. MERLAB (Central Research Laboratory), with its inventory made accessible to the entire institution and external users; the Institute of Nanotechnology and Biology, featuring animal research facilities and technical laboratories; and the Institute of Forensic Medicine and Forensic Sciences, which possesses the capacity to develop collaborative projects with the Faculty of Engineering, are pivotal units defining the University's area of success. Particular emphasis is planned to be placed on sensor and detector technologies, lithium extraction, and nanobiotechnology.

6.3. VALUE PROPOSITION PREFERENCE

As a research university, our University has prioritized strategies aimed at increasing both the number of projects in priority research areas and the overall quality of research activities. Based on positioning preference, the University carries out its activities in detail in the following areas as indicated in the Table below: academic units and target student groups; sub-fields related to education, research, and entrepreneurship; innovative integrated field definition and prioritization; and prioritization of local opportunities and orientation. In addition, it is considered that the areas specified and proposed in the table below will enable the preservation and development of our University's strategic position, particularly in areas such as education, international collaborations, research and publications, and service activities.

Table 18th Value Proposition Preference Analysis

	ELIMINATE	DECREASE	PRESERVE	INCREASE	INNOVATE
Projects					
Clinical Research in the Field of Health			X		
Projects in the Field of Biotechnology and Medical Devices				X	
Drug and Vaccine Development Projects				X	
Projects in Environmental Sciences and Climate change				X	
Cyber Security Projects				X	
Projects in the field of Chemistry				X	
Projects in the Field of Nanotechnology				X	
Projects in the Field of Biotechnology				X	
Forensic Sciences and Forensic Medicine Projects			X		
Automotive Projects				X	
Other Science Projects			X		
Social Science Projects			X		
Project supports					
National Projects (TUBİTAK, BAP, SANTEZ...)				X	
International Projects (EU, Horizon, Erasmus, etc.)				X	
Research and Publication					
Number of publications Indexed in SCI-Expanded, SSCI and AHCI				X	
Q1-Q2 Publication Rate				X	
National Peer-Reviewed Journal Publication Rate		X			
Number of Academic Staff with No Publication Activity	X				

	ELIMINATE	DECREASE	PRESERVE	INCREASE	INNOVATE
Patent/Innovation					
Number of Registered Patents				X	
Collaborations					
Public Sector -University cooperation				X	
Local Authority – University cooperation				X	
Industry – University cooperation				X	
Multidisciplinary research				X	X
Civil Society Collaborations			X		
International Collaborations				X	
Education Programs					
Doctoral programs			X		
Number of students enrolled in Doctoral programs				X	
Number of international students				X	
Inter/Multidisciplinary joint education programs				X	
Associate degree programs			X		
Undergraduate Programs			X		
International programs				X	
Foreign language-focused programs				X	
Number of Accredited Programs			X		
Number of courses offered via Distance Education		X			
Social Facilities					
Number of students using dining services			X		
Commercial enterprises for social purposes				X	
Sports facilities			X		
Cultural Activity area and activities				X	
Social Facility Areas (Camping, etc.)				X	
Quality of Social Facilities			X		

	ELIMINATE	DECREASE	PRESERVE	INCREASE	INNOVATE
Support Mechanisms					
Scholarship opportunities				X	
Preference ranking of High-Achieving Students				X	
Corporate Identity and Branding					
Visibility in Print and Social Media					
Quality Assurance System prevalence			X		
Social Responsibility Activities					
Meeting community needs (product and material production, technical staff support)				X	
Health Services (preventive, curative, rehabilitative and social services)			X		
Continuing Education Center Services				X	
Certificate and course programs				X	
Number of social responsibility projects				X	

6.4. CORE COMPETENCY ANALYSIS

1. Research Competencies

- Scientific Research and Publication Quality Competency
- Specialization in Innovative Research Areas
- Research Competency in Priority Areas

2. Education and Teaching Competencies

- Digital Education Competencies
- STEM/STEAM and Creativity Competencies
- Human Resource Competencies in Education and Teaching Programs

3. Entrepreneurship and Innovation Competencies

- Entrepreneurship and Innovation Competencies
- Project Management Competencies

4. Social Contribution and Social Responsibility Competencies

- Social Impact Competencies
- Human and Ethical Values Competencies
- Social Competencies

7.STRATEGY DEVELOPMENT

7.1. UNITS RESPONSIBLE FOR OBJECTIVES AND UNITS TO COLLABORATE WITH

Table 19th Units Responsible for Targets and Cooperation

TARGETS	T1.1	T1.2	T1.3	T1.4	T1.5	T2.1	T2.2	T2.3	T3.1	T3.2	T3.3	T4.1	T4.2	T4.3	T5.1	T5.2	T5.3	T5.4	T5.5
Academic Units with Diploma Programs	C	C			C	C		C					C		C	C	C	C	C
Cerrahpaşa Faculty of Medicine		C										C							
Institutes			C																
Graduate Education Institute			R																
Cardiology Institute		C										C							
Academic Units without Diploma Programs																C	C	C	C
AUZEM																			C
Student Affairs Directorate	R	C								C						C	C		
Directorate of Construction														C	R				
Directorate of Health, Culture, and Sports					R									C	C		C		
Directorate of Library and Documentation						R													C
Directorate of Information Processing	C												C			C	C	R	
Directorate of Strategy Development											C			C					
Directorate of Administrative and Financial Affairs															C				
Rotating Capital Management Directorate (DSİM)															C				
Directorate of Personnel																C	C		R
Continuing Education Center				R	C								C						C

TARGETS	T1.1	T1.2	T1.3	T1.4	T1.5	T2.1	T2.2	T2.3	T3.1	T3.2	T3.3	T4.1	T4.2	T4.3	T5.1	T5.2	T5.3	T5.4	T5.5
Teaching and Learning Unit				C												C		C	
International Academic Relations Unit		R																	
Career Planning UA Center					C					C				C					C
Quality Coordination Office	C												R	R		R	R		C
Corporate Data Management Office														C		C	C	C	
Technopark					C				C	C	C								
Technology Transfer Office					C				R	R	R								
PROTEK							R		C	C	C								
European Union and UP Coordination Office							C												
Scientific Research and Projects Coordination Office							C												
International Academic Relations Unit								R											
Central Laboratory (MERLAB)															C				
HAGED												R	C						
ADSUAM												C							
Veterinary SUAM												C							
Corporate Communications Directorate													C						
Student Culture Center														C					
Disability Advisory and Coordination Unit														C	C		C		

7.2. TARGET CARDS

7.2.1. Objective-1/Target-1.1

Objective (O1)	**Improving the Quality of Education and Teaching**
Target (T1.1)	Diversifying and strengthening course curricula to meet current needs
Name of Program/Subprogram Related to the Objective	Scholarships and Support Provided to Higher Education/Teaching Staff, Associate Degree Education, Bachelor's Degree Education, and Graduate Education
Subprogram Target Related to the Objective	• Training academicians who are competent in their field, research-oriented, and capable of generating and disseminating knowledge. • Training graduates who possess professional competence and are open to development.

Performance Indicators	Impact on Target (%)	Plan Period Starting Value	2026	2027	2028	2029	2030
PI1.1.1 Number of new elective courses opened, especially in the field of artificial intelligence, according to current requirements (coop + social)	20	7	13	24	32	45	60
PI1.1.2 Number of associate and bachelor's degree programs that have defined at least 20 credits in the curriculum for application and laboratory types during the study period	20	55	59	63	67	70	74
PI1.1.3 Ratio (%) of the total number of hours of student-centered activities reported in the Credit Workload (ECTS) section of the course syllabi of associate degree programs to the total credit workload *	20	10,5	12	14	16	18	20
PI1.1.4 Percentage of the total number of hours of student-centered activities reported in the credit workload (ECTS) section of undergraduate program syllabi relative to the total credit workload	20	21,5	22	23	23	24	25
PI1.1.5 Number of associate and undergraduate programs accredited at the end of the year under review	20	26	37	54	68	81	95

Responsible Unit	**STUDENT AFFAIRS OFFICE**
Units to Collaborate With	Faculties, Institutes, Quality Coordination
Risks	External stakeholders not being sufficiently open to collaboration, Units not accepting the proposed courses or experiencing difficulties in adaptation, Revisions remaining superficial, The existence of logistical problems (transportation, budget, permits, etc.), Student feedback surveys to be used in curriculum updates producing insufficient data due to low participation.
Strategies	Regular communication and meetings should be held with stakeholders. Information meetings should be held to share best practices. Planning for events should be done early, and resources should be created from support units. Transparent information should be provided to raise student awareness about the importance of surveys. Faculty members should be trained in artificial intelligence. Faculty members who develop innovative approaches, methods, and materials in education should be encouraged to participate in interdisciplinary meetings and sharing sessions.
Cost Estimate	**2.617.376.000 ₺**
Findings	Limited contribution from external stakeholders in the program development process, Low number of courses with updated content, Activities not integrated into the course program, Existence of sector needs suitable for innovative and technological transformation.
Needs	The number of courses and educational activities compatible with digital transformation should be increased. External stakeholder meetings should be held regularly. The necessary environments should be created to ensure that decisions made at meetings can be implemented. The outcomes of the activity should be evaluated using student reports after the activity.

**Student-centered activities: Assignments, Presentations, Projects, Clinical Practice, Laboratory, Fieldwork, Other Practical Activities, Term Paper / Project, Portfolio Studies, Reports, and Seminars. (The initial values are 23,195/222,164 for Associate Degree and 118,242/548,710 for Bachelor's Degree).*

7.2.2. Objective-1/Target-1.2

Objective (O1)	**Improving the Quality of Education and Teaching**
Target (T1.2)	Increasing the number of doctoral graduates and international capacity.
Name of Program/Subprogram Related to the Objective	Eğitim Scholarships and Support Provided to Higher Education/Teaching Staff, Associate Degree Education, Undergraduate Education, and Graduate Education
Subprogram Target Related to the Objective	• Training academicians who are competent in their field, research-oriented, and capable of generating and disseminating knowledge. • Training graduates who possess professional competence and are open to development.

Performance Indicators	Impact on Target (%)	Plan Period Starting Value	2026	2027	2028	2029	2030
PI1.2.1 **Number of doctoral graduates**	20	267	563	878	1216	1578	1969
PI1.2.2 **Number of foreign faculty members**	20	11	15	17	20	22	25
PI1.2.3 **Number of international students (Associate's, Bachelor's, Master's, Doctoral; Medicine, Dentistry, Pharmacy Research Assistant)**	20	1265	1275	1290	1310	1330	1360
PI1.2.4 **Number of international students graduating (Associate's, Bachelor's, Master's, Doctorate)**	20	141	302	483	704	956	1278
PI1.2.5 **Number of international collaborations outside of international exchange programs**	20	67	72	76	80	85	90

Responsible Unit	**INTERNATIONAL ACADEMIC RELATIONS UNIT**
Units to Collaborate With	Office of Student Affairs, Cerrahpaşa Faculty of Medicine, Institute of Cardiology, Faculty of Dentistry, Faculty of Pharmacy
Risks	The existence of international political or economic crises, Visa issues, The insufficient foreign language proficiency of doctoral students and academic staff for international cooperation and mobility, Insufficient support and integration services for international students, Lack of financial resources
Strategies	Student and academic mobility should be encouraged. The number of foreign students and teaching staff should be increased. Opportunities for foreign language courses should be expanded in education programs. Support services for international students should be developed. Virtual exchange programs and online joint courses should be developed.
Cost Estimate	**1.490.693.000 ₺**
Findings	The limited number of programs offering education in foreign languages Inadequate social/academic support systems for international students Limited interest in mobility among academic staff Lack of contact with international graduates The existence of special projects supporting internationalization by the Council of Higher Education (YÖK Atlas, YÖK Internationalization Reports).
Needs	Courses should be offered in foreign languages. Foreign language support should be provided to students and faculty members. A Support System for International Students should be established. The Graduate Tracking System should be used effectively.

7.2.3. Objective-1/Target-1.3

Objective(O1)	**Improving the Quality of Education and Teaching**						
Target (T1.3)	Ensuring development in the diversity of graduate education programs						
Subprogram Related to the Objective	Higher Education / Associate Degree Education, Undergraduate Education, and Graduate Education						
Subprogram Target Associated with the Objective	Training graduates who possess professional competence and are open to development						
Performance Indicators	**Impact on Target (%)**	**Plan Period Starting Value**	**2026**	**2027**	**2028**	**2029**	**2030**
PI1.3.1 Number of Master's and Doctoral programs	20	206	209	211	214	216	218
PI1.3.2 Number of Master's and Doctoral programs offered in a foreign language	25	6	6	7	8	9	10
PI1.3.3 Number of interdisciplinary Doctoral programs	25	10	10	11	11	12	12
PI1.3.4 Number of graduate programs opened in cooperation with industry	30	1	1	2	2	3	4
Responsible Unit	**GRADUATE SCHOOL**						
Units to Collaborate With	Institutes						
Risks	Difficulty in maintaining quality control, Problems in resource allocation and management, Insufficiency of academic staff and instructors, Weak alignment of programs with the labor market.						
Strategies	Quality assurance and audit mechanisms should be strengthened. Resource management and sharing should be improved. Academic staff training and professional development programs should be created. Continuous communication and cooperation with the business world should be ensured.						
Estimated Cost	**3.243.839.000 ₺**						
Findings	Absence of graduate programs or insufficient diversity, Inadequate internationalization activities, Insufficient number of multidisciplinary programs.						
Needs	Graduate programs should be established. Multidisciplinary graduate programs should be established. Graduate education should be encouraged. Courses should be offered in a foreign language.						

7.2.4. Objective-1/Target-1.4

Objective (O1)	**Improving the Quality of Education and Teaching**						
Target (T1.4)	Increasing lifelong learning activities and programs						
Name of the Program/Subprogram Related to the Objective:	Higher Education / Scholarships and Supports Provided to Academic Staff, Associate Degree Education, Undergraduate Education, and Graduate Education						
Subprogram Target Associated with the Objective:	• Training academicians who are competent in their field, conduct research, and produce and disseminate knowledge. • Training graduates who possess professional competence and are open to development.						
Performance Indicators	**Impact on Target (%)**	**Plan Period Starting Value**	**2026**	**2027**	**2028**	**2029**	**2030**
PI1.4.1 **Number of training programs conducted at the Continuing Education Center**	40	83	90	105	125	140	165
PI1.4.2 **Number of faculty members participating in Teaching-Learning Unit trainings/workshops**	40	92	300	500	750	950	1200
PI1.4.3 **Number of trainings/workshops conducted by the Teaching-Learning Unit**	20	1	3	5	7	9	11

Responsible Unit	**CONTINUING EDUCATION CENTER (CEC)**
Units to Collaborate With	Teaching Learning Unit- AUZEM
Risks	Budget constraints that may affect the sustainability of training programs, Lack of coordination between units, External factors such as economic crises, pandemics, or political uncertainties, Insufficient participation of faculty members and students in training programs, Shortcomings in necessary digital infrastructure and resources.
Strategies	The necessary budget for educational activities should be prepared annually, and alternative funding sources should be explored. Social media and other communication tools should be used effectively to promote training programs and attract students. Cooperation protocols should be established between training units and relevant stakeholders. Online education platforms should be integrated with the classroom, and virtual classroom applications should be expanded. Feedback systems should be established to evaluate the effectiveness of training programs.
Estimated Cost	**712.479.000 ₺**
Findings	Need for a detailed analysis with recommendations regarding the current state of training programs, Increasing professional development opportunities for faculty members, Continuous updating of training programs to meet current market needs.
Needs	Up-to-date educational content and materials should be used. Experienced instructors should be included in the program. Necessary software and hardware infrastructure should be provided. A communication network should be established to inform about training programs. **Feedback Tools:** Surveys and evaluation tools should be developed to measure the effectiveness of trainings.

7.2.5. Objective-1/Targer-1.5

Objective (O1)	**Enhancing the Quality of Education and Instruction**
Target (T15)	Improvement of students' skills, social and entrepreneurial competencies
Name of the Program/Subprogram Related to the Objective:	Higher Education/ Scholarships and Grants Provided to Faculty Members, Associate, Undergraduate, and Graduate Education
Subprogram Target Associated with the Objective:	• To cultivate academics who are competent in their fields, research-oriented, and capable of generating and disseminating knowledge. • To prepare graduates who possess professional proficiency and are open to continuous professional development.

Performance Indicators	Impact on Target (%)	Plan Period Starting Value	2026	2027	2028	2029	2030
PI1.5.1 **Number of units conducting activities in alignment with the "Differentiation Strategy" declaration in the field of education**	40	0	1	5	10	13	15
PI1.5.2 **Number of students holding membership in entrepreneurship-oriented clubs**	35	1328	1450	1600	1750	1950	2100
PI1.5.3 **Number of social activities organized by students**	25	439	840	1250	1680	2150	2600

Responsible Unit	**DEPARTMENT OF HEALTH, CULTURE, AND SPORTS**
Units to Collaborate With	Faculties, Institutes, Vocational Schools, Technopark, TTO, Career Planning Application and Research Centre, Continuing Education Centre
Risks	Budget constraints that may impact the financing of entrepreneurship and club activities, Lack of coordination among units, External factors such as economic crises, pandemics, or political uncertainties, Inadequate announcement of activities aimed at enhancing entrepreneurship and social skills, Low student motivation, Low student participation due to intensive academic schedules.
Strategies	An annual budget for entrepreneurship activities should be established, and alternative funding sources should be explored. Student clubs should actively engage in entrepreneurship-oriented activities. Social media and other communication tools should be utilized effectively to promote social activities and entrepreneurship events and to attract student participation. Advertising and promotion agreements, as well as protocols, should be established with faculties, sectoral sponsors, and external stakeholders. Applied entrepreneurship courses should be expanded across the curriculum.
Estimated Cost	**2.536.831.000 ₺**
Findings	The limited number of entrepreneurship-oriented activities, The low level of student participation in social clubs, The inadequacy of entrepreneurial initiatives due to the intensity of academic curricula, Budgetary constraints affecting social activities.
Needs	Entrepreneurship promotion activities specifically designed for students should be organized in collaboration with industry. Entrepreneurial alumni networking events and activities should be increased, and students should be encouraged toward entrepreneurship. Courses focusing on applied entrepreneurship should be offered, fieldwork and social excursions related to entrepreneurship should be increased. The budgets of Social Research Clubs should be increased. In addition to formal education programs, social events and conferences should be increased in faculties. Training programs that equip students with 21st century skills –such as social, collaborative, adaptive, and entrepreneurial skills—should be expanded.

7.2.6. Objective-2/Target-2.1

Objective(O2)	**Enhancing Research Quality and Effectiveness**
Target (T2.1)	Achieving a minimum 50% increase in research capacity while maintaining academic quality
Name of the Program/Subprogram Related to the Objective:	Research, Development, and Innovation/ Research Infrastructures, Scientific Research and Development in Higher Education
Subprogram Target Associated with the Objective:	• To establish research infrastructures in higher education institutions and strengthen their capacities in order to contribute to the enhancement of knowledge in our country and technological development. • To increase innovation oriented scientific research in higher education institutions.

Performance Indicators	Impact on Target (%)	Plan Period Starting Value	2026	2027	2028	2029	2030
PI2.1.1 **Number of Q1-Q2 publications per faculty member**	20	0,50	0,55	0,60	0,65	0,70	0,75
PI2.1.2 **Number of publications in SCI-Expanded, SSCI and AHCI journals per faculty member**	20	1,47	1,60	1,70	1,75	1,79	1,82
PI2.1.3 **Number of publications in Scopus* and ESCI journals per faculty member**	20	1,45	1,49	1,55	1,59	1,62	1,65
PI2.1.4 **Number of units collaborating on publications indexed in Web of Science**	20	2275	4600	7200	10000	13000	16000
PI2.1.5 **Number of units conducting activities in alignment with the research differentiation strategy declaration**	20	0	2	5	8	10	12

Responsible Unit	**DEPARTMENT OF LIBRARY AND DOCUMENTATION**
Units to Collaborate With	Faculties, Institutes, Vocational Schools, Schools
Risks	Heavy workload resulting from intensive teaching and learning activities, External dependency in interdisciplinary studies.
Strategies	The academic incentive system should be developed. Criteria for academic appointment and promotion should be revised. Publication quality should be prioritized in Scientific Research Project supports. The number of theses completed under the supervision of advisors should be identified, and necessary regulations should be implemented with the encouragement of senior management to ensure at least half of these theses result in publications annually.
Estimated Cost	**583.939.000 ₺**
Findings	Insufficiency of financial resources supporting the scientific research and publication activities of faculty members, The practice of conducting repetitive research.
Needs	Faculty members should be incentivized to publish in WoS indexed journals and utilize international project funds to maintain the research university status and advance in rankings. Revenue-generating activities should be planned, and revolving fund enterprises should be utilized efficiently. Academic staff should be provided with more effective access to global collaborations and research funds. The budget for R&D and the activities of research infrastructures within the R&D and innovation ecosystem should be increased through a structure that conducts pioneering research, employs a qualified workforce, and collaborates with the private sector. Faculty members should be provided with advanced technical training such as artificial intelligence models which can be utilized in data analysis and decision-making processes.

**: Calculations are performed by disregarding publication overlaps.*

7.2.7. Objective-2/Target-2.2

Objective (O2)	**Enhancing Research Quality and Effectiveness**						
Target (T2.2)	Increasing the number of projects to enhance R&D capacity						
Name of the Program/Subprogram Related to the Objective:	Research, Development, and Innovation/ Research Infrastructures, Scientific Research and Development in Higher Education						
Subprogram Target Associated with the Objective:	• To establish research infrastructures in higher education institutions and strengthen their capacities in order to contribute to the enhancement of knowledge in our country and technological development. • To increase innovation oriented scientific research in higher education institutions.						
Performance Indicators	**Impact on Target (%)**	**Plan Period Starting Value**	**2026**	**2027**	**2028**	**2029**	**2030**
PI2.2.1 **Amount of funding received from International R&D and innovation support programs per faculty member (₺)**	30	5000	10000	13000	18000	25000	30000
PI2.2.2 **Amount of funding received from National R&D and innovation support programs per faculty member (₺)**	30	10000	17000	22000	28000	35000	42000
PI2.2.3 **Number of Graduate/Medical/Dental/ Pharmacy residency thesis projects receiving support from BAP and national funding sources**	20	122	246	376	504	645	800
PI2.2.4 **Number of registered patents, utility models, and industrial designs**	20	35	65	90	115	130	140

Responsible Unit	**PROTEK**
Units to Collaborate With	European Union and International Projects Coordination Office Scientific Research Projects Coordination Office
Risks	Inability to secure the necessary financial support, Insufficiency of technical personnel in terms of quality and quantity, Ongoing relocation and renovation work in some units, Dependence on external sources for research technologies and uncertainty in exchange rates, Limited availability of relevant project calls.
Strategies	The academic incentive system should be improved. Appointment and promotion criteria should be revised. Information and training sessions regarding national/international projects, patent drafting, and related topics should be organized. Research infrastructure facilities should be enhanced. Internal and external funding should be provided for graduate projects.
Estimated Cost	**520.176.000 ₺**
Findings	Insufficiency of international project activities, Low participation rates in international projects and lack of experience in project drafting processes, Inadequate effectiveness of graduate studies and research, Limited postdoctoral research and career opportunities, Insufficient knowledge regarding patents and copyright.
Needs	Information sessions regarding project drafting processes should be increased, and international collaborations should be enhanced. Academic staff should be provided with more effective access to global collaborations and research funds, and the employment of researchers with PhDs should be fostered. Research project workshops and science festivals for doctoral students should be organized, and new research groups should be established. Postdoctoral research opportunities should be increased, and the number of TÜBİTAK 2244 applications should be raised. Activities aimed at enhancing the knowledge and skills of students in engineering and basic sciences regarding patent searching should be implemented.

7.2.8. Objective-2/Target-2.3

Objective (O2)	**Enhancing Research Quality and Effectiveness**
Target (T2.2)	Increasing international recognition
Name of the Program/Subprogram Related to the Objective:	Research, Development, and Innovation/ Research Infrastructures, Scientific Research and Development in Higher Education
Subprogram Target Associated with the Objective:	• To establish research infrastructures in higher education institutions and strengthen their capacities in order to contribute to the enhancement of knowledge in our country and technological development. • To increase innovation oriented scientific research in higher education institutions.

Performance Indicators	Impact on Target (%)	Plan Period Starting Value	2026	2027	2028	2029	2030
PI2.3.1 Number of academic staff participating in international exchange programs (incoming+ outgoing)	25	47	102	164	234	304	380
PI2.3.2 Number of students participating in international exchange programs (incoming + outgoing)	25	286	616	986	1436	1986	2686
PI2.3.3 Number of administrative staff participating in international exchange programs (incoming +outgoing)	10	6	12	18	24	30	36
PI2.3.4 Number of internationally co-authored publications	20	637	1300	2000	2800	3700	4700
PI2.3.5 Total number of Web of Science citations per faculty member	20	23	23,4	23,8	24,2	24,7	25

Responsible Unit	**INTERNATIONAL ACADEMIC RELATIONS UNIT**
Units to Collaborate With	Faculties, Institutes, Vocational Schools, Schools
Risks	External dependency in collaborations and uncertainty in foreign exchange rates, Susceptibility to potential changes in international policies.
Strategies	Support (Grant) amount should be revised in accordance with current conditions. Information and announcement activities should be conducted.
Estimated Cost	**297.735.000 ₺**
Findings	Insufficient internalization activities, Inadequate international student mobility.
Needs	Students and academic staff should be encouraged to participate in international fairs and events. Visiting scholar programs between national and international universities should be expanded for academic staff. Information sessions regarding project drafting processes should be increased, and international collaborations should be fostered. Full-time and part-time employment opportunities for qualified international scholars and researchers should be diversified; collaborations and joint projects should be developed.

7.2.9. Objective-3/Target-3.1

Objective (O3)	**Increasing Entrepreneurship and Collaboration Capacity**						
Target (T3.1)	Achieving at least a 30% increase in entrepreneurship and innovation activities						
Name of the Program/Subprogram Related to the Objective:	Research, Development, and Innovation / Research Infrastructures, Scientific Research and Development in Higher Education						
Subprogram Target Associated with the Objective:	• Establishing and strengthening research infrastructures in higher education institutions to contribute to the nation's knowledge base and technological development. • Increasing innovation-oriented scientific studies in higher education institutions						
Performance Indicators	**Impact on Target (%)**	**Plan Period Starting Value**	**2026**	**2027**	**2028**	**2029**	**2030**
PI3.1.1 **Number of companies owned or partnered by faculty members**	40	32	33	36	38	40	42
PI3.1.2 **Number of entrepreneurship grants from national/international funds (e.g., TÜBİTAK BİGG)**	35	3	3	4	5	6	7
PI3.1.3 **Number of entrepreneurship training sessions for academics**	25	0	1	2	3	4	5
Responsible Unit	**TECHNOLOGY TRANSFER OFFICE (TTO)**						
Units to Collaborate With	Faculties, Institutes, Vocational Schools, Schools, PROTEK, Teknokent						
Risks	Lack of knowledge regarding intellectual property and commercialization processes., Lack of mentorship in entrepreneurship processes, Inadequacy in Technology Transfer Office (TTO) capacity, The academic incentive system not supporting entrepreneurship, Restrictiveness of national legislation.						
Strategies	Entrepreneurship awareness training sessions should be organized. TTO capacity should be strengthened. Entrepreneurship incentive systems should be established. Legal and financial consultancy for entrepreneurship should be provided. Entrepreneurship certification programs should be offered to academics. Collaborations should be established with local governments and development agencies.						
Estimated Cost	**725.176.000 ₺**						
Findings	Lack of knowledge regarding patent and copyrights. Sustainability issues in companies established within the Technopark. Low number of companies owned by faculty members in the Technopark.						
Needs	Knowledge about concepts such as entrepreneurship, innovation, patent, and intellectual/industrial property should be solidified through events. Informational events regarding the company formation processes for faculty members should be increased.						

7.2.10. Objective-3/Target-3.2

Objective (O3)	**Increasing Entrepreneurship and Collaboration Capacity**						
Target (T3.2)	Increasing activities within the scope of Student and Alumni Entrepreneurship						
Name of the Program/Subprogram Related to the Objective:	Research, Development and Innovation / Research Infrastructures, Scientific Research and Development in Higher Education						
Subprogram Target Associated with the Objective:	• Establishing and strengthening the capacity of research infrastructures in higher education institutions to contribute to the nation's knowledge base and technological development. • Increasing innovation-oriented scientific studies in higher education institutions.						
Performance Indicators	**Impact on Target (%)**	**Plan Period Starting Value**	**2026**	**2027**	**2028**	**2029**	**2030**
PI3.2.1 **Number of student / alumni entrepreneurs registered in Technology Development Zones**	40	8	9	11	13	15	16
PI3.2.2 **Number of students receiving entrepreneurship training**	30	2069	4069	5569	7069	8569	10069
PI3.2.3 **Number of students participating in competitions organized by TEKNOFEST, TÜBİTAK, TÜBA, etc.**	30	200	400	750	1000	1250	1500
Responsible Unit	**TECHNOLOGY TRANSFER OFFICE (TTO)**						
Units to Collaborate With	Faculties, Institutes, Vocational Schools, Schools, PROTEK, Technopark, Department of Student Affairs						
Risks	Inadequacy of entrepreneurship culture. Scarcity of physical and financial resources allocated to student startups. Investors in the entrepreneurship ecosystem taking a distant approach to youth.						
Strategies	Support for entrepreneurship clubs should be increased. Student communication with TTO should be strengthened. Guidance and preparation support for funds and competitions should be provided. Access to national and international entrepreneurship networks should be encouraged.						
Estimated Cost	**1.818.945.000 ₺**						
Findings	Sustainability issues in companies established within the Technopark.						
Needs	National and international collaborations should be developed to ensure the sustainability of established companies.						

7.2.11. Objective-3/Target-3.3

Objective (O3)	**Increasing Entrepreneurship and Collaboration Capacity**						
Target (T3.3)	Increasing Revenues Generated from Research Capacity						
Name of the Program/Subprogram Related to the Objective:	Research, Development and Innovation / Research Infrastructures, Scientific Research and Development in Higher Education						
Subprogram Target Associated with the Objective:	• Establishing and strengthening the capacity of research infrastructures in higher education institutions to contribute to the nation's knowledge base and technological development. • Increasing innovation-oriented scientific studies in higher education institutions.						
Performance Indicators	**Impact on**	**Plan Period Starting Value**	**2026**	**2027**	**2028**	**2029**	**2030**
PI3.3.1 **Revenue from services provided in University R&D laboratories (thousand ₺)**	30	87.275	257.000	477.000	750.000	1.100.000	1.550.000
PI3.3.2 **Revenue from services provided by academic units (thousand ₺)**	30	6.844.285	14.500.000	23.750.000	32.000.000	43.250.000	55.500.000
PI3.3.3 **Revenue from services provided by academic units (thousand ₺)**	40	50	60	70	80	90	100
Responsible Unit	**TECHNOLOGY TRANSFER OFFICE (TTO)**						
Units to Collaborate With	Faculties, Institutes, Vocational Schools, Schools, PROTEK, Technopark, Strategy Development Department						
Risks	Depreciation of projected revenue due to inflation.						
Strategies	Ensuring alignment between industry needs and university capacities. Establishing communication platforms for university-industry partnerships. Increasing the effectiveness of technology transfer offices.						
Estimated Cost	**747.219.000 ₺**						
Findings	Inadequate collaboration between the sector and the department.						
Needs	Collaboration between the sector and the department should be increased. Industry-student meetup events should be organized. Collaboration protocols should be established for graduate students to work as "Project Assistants" and "Project Engineers" in industrial firms. Special certificate programs should be organized for students through sector collaboration. Alumni, academics, and students with the potential to increase collaborations with the private sector and public institutions should be utilized as ambassadors.						

7.2.12. Objective-4/Target-4.1

Objective (O4)	**Increasing the Social Contribution through Services and Activities**
Target (T4.1)	Enhancing the quality and quantity of healthcare service delivery
Name of the Program/Subprogram Related to the Objective:	Curative Health / Treatment Services
Subprogram Target Associated with the Objective:	• Providing training in areas needed by all segments of society and contributing to the development of cooperation with public institutions and organizations, the private sector, and international organizations. • Ensuring that curative healthcare services are delivered in an accessible and effective manner. • Educating graduates who possess professional competence and are open to continuous development. • Improving the quality of nutrition and accommodation services provided to higher education students; enhancing their quality of life by supporting their personal and social development.

Performance Indicators	**Impact on Target (%)**	**Plan Period Starting Value**	**2026**	**2027**	**2028**	**2029**	**2030**
PI4.1.1 Satisfaction rate with outpatient and inpatient treatment services (%)	20	79	80	81	82	83	84
PI4.1.2 Ratio of Group A and B Surgeries to the Total Number of Surgeries (%)	30	25,90	30	30	32	32	35
PI4.1.3 Ratio of Patients Referred to Other Centers Due to Inability to Treat / Total Number of Patients (%)	20	0,01	0,01	0,01	0,01	0,01	0,01
PI4.1.4 Bed Occupancy Rate (%)	20	63	65	66	67	68	69
PI4.1.5 Number of International Patients in the Relevant Period / Number of International Patients in the Previous Period	10	1,19	1,3	1,4	1,4	1,5	1,5

Responsible Unit	**HAGED**
Units to Collaborate With	Cerrahpaşa Faculty of Medicine, Institute of Cardiology, ADSUAM, Veterinary SUAM
Risks	The potential occurrence of national and international social and economic crises (pandemics, economic crises, disasters), The continuation of the university's construction (infrastructure development) process.
Strategies	The ratio of patients referred to other centers due to inability to treat / total number of patients should be reduced; other indicators should be increased.
Estimated Cost	**68.036.487.000 ₺**
Findings	The presence of a sufficient number of expert and veterinary healthcare professionals in the field, the progress of the construction process of Cerrahpaşa Faculty of Medicine and the opening of the animal hospital, and the completion of the new building project of the Institute of Cardiology.
Needs	Physical conditions should be improved. The number of qualified expert personnel in the field should be maintained. Financial sustainability should be supported.

7.2.13. Objective-4/Target-4.2

Objective (O4)	**Increasing the Social Contribution through Services and Activities**						
Target (T4.2)	Ensuring an increase in information services provided to society						
Name of the Program/Subprogram Related to the Objective:	Lifelong Learning / Continuous Education Activities of Higher Education Institutions						
Subprogram Target Associated with the Objective:	• Providing training in areas needed by all segments of society and contributing to the development of cooperation with public institutions and organizations, the private sector, and international organizations. • Educating graduates who possess professional competence and are open to continuous development.						
Performance Indicators	**Impact on Target (%)**	**Plan Period Starting Value**	**2026**	**2027**	**2028**	**2029**	**2030**
PI4.2.1 Number of Certificates Issued by the Continuing Education Center (SEM)	20	1000	2050	3100	4400	5500	6700
PI4.2.2 Number of Public Open Events Organized (Seminars, Panels, etc.)	20	187	360	530	700	830	950
PI4.2.3 Number of News and Content Published for the Public on the Website and Social Media Accounts	30	360	800	1250	1800	2400	3000
PI4.2.4 Number of Activities Conducted within the Scope of Health Literacy	15	0	2	4	6	8	10
PI4.2.5 Number of Units Conducting Activities within the Scope of Social Responsibility (Social Contribution)	15	0	2	6	10	13	15
Responsible Unit	**QUALITY COORDINATION OFFICE**						
Units to Collaborate With	Faculties, Institutes, Vocational Schools, Corporate Communications Directorate, Information Technology Department, SEM, HAGED						
Risks	The potential occurrence of national and international social and economic crises (pandemics, economic crises, disasters); the continuation of the university's construction (infrastructure development) process.						
Strategies	All units should be encouraged regarding relevant activities.						
Estimated Cost	**699.785.000 ₺**						
Findings	The lack of personnel to manage websites and social media accounts within units; the occurrence of regulatory issues during the planning of training activities.						
Needs	SEM-related regulatory arrangements and personnel needs should be met.						

7.2.14. Objective-4/Target-4.3

Objective (O4)	**Increasing the Social Contribution through Services and Activities**						
Target (T4.3)	Increasing social responsibility activities						
Name of the Program/Subprogram Related to the Objective:	Higher Education / Student Life in Higher Education						
Subprogram Target Associated with the Objective:	• Providing training in areas needed by all segments of society and contributing to the development of cooperation with public institutions and organizations, the private sector, and international organizations. • Improving the quality of nutrition and accommodation services provided to higher education students; enhancing students' quality of life by supporting their personal and social development.						
Performance Indicators	**Impact on Target (%)**	**Plan Period Starting Value**	**2026**	**2027**	**2028**	**2029**	**2030**
PI4.3.1 Number of Buildings Applying for the Orange Flag	20	28	32	35	39	42	47
PI4.3.2 Satisfaction Survey Rate of Stakeholders with Special Needs (%)	20	71,5	71,5	73	75	77	80
PI4.3.3 Number of Events Organized for Graduates	20	28	63	98	133	168	208
PI4.3.4 Number of Social Responsibility Projects in Which the Institution Acts as a Lead, Partner, or Participant	20	16	30	50	75	95	120
PI4.3.5 Number of Documents/Reports Prepared Related to the UN Sustainable Development Goals	20	1	8	10	15	20	25
Responsible Unit	**QUALITY COORDINATION OFFICE**						
Units to Collaborate With	Career Planning Implementation and Research Center, SKS, OKM, Disabled Counseling and Coordination Unit, Department of Construction Works, SGDB, Corporate Data Office						
Risks	Failure to meet accessibility criteria due to physical and structural deficiencies; low participation rates due to accessibility difficulties and lack of interest; low participation in alumni follow-up systems; imbalanced academic staff workload.						
Strategies	Ensuring greater participation of graduates. Providing financial resources for social responsibility projects. Increasing cooperation with NGOs.						
Estimated Cost	**456.910.000 ₺**						
Findings	Low participation in the alumni follow-up system; insufficient number of Orange Flag–certified campuses.						
Needs	Conducting activities aimed at personnel and students to strengthen institutional belonging.						

7.2.15. Objective-5/Target-5.1

Objective (O5)	**Strengthening Institutional Capacity**
Target (T5.1)	Providing the Physical Infrastructure and Equipment Necessary for Education, Research, and Social Activities
Name of the Program/Subprogram Related to the Objective:	Higher education, Research, Development, and Innovation (R&D and Innovation)
Subprogram Target Associated with the Objective:	• Establishment of research infrastructures in higher education institutions and strengthening of their capacities to contribute to the increase of our country's knowledge base and technological development. • Training of graduates who possess professional competence and are open to continuous development. • Increasing the quality of nutrition and accommodation services offered to higher education students; enhancing their quality of life by supporting their personal and social development.

Performance Indicators	**Impact on Target (%)**	**Plan Period Starting Value**	**2026**	**2027**	**2028**	**2029**	**2030**
PI5.1.1 **Number of structures restored or newly constructed for the purpose of restructuring physical areas that are risky in terms of usage or are needed.**	35	4	11	20	30	34	39
PI5.1.2 **Social area per student (m2)**	40	0,92	1,05	1,10	1,14	1,16	1,18
PI5.1.3 **Number of research laboratories**	25	288	295	300	307	315	320

Responsible Unit	**DEPARTMENT OF CONSTRUCTION AND TECHNICAL WORKS**
Units to Collaborate With	Faculties, Institutes, Vocational Schools, Disabled Counseling and Coordination Unit, Department of Health, Culture, and Sports, Central Laboratory (MERLAB), Department of Administrative and Financial Affairs, Revolving Fund Management Directorate (DSİM)
Risks	The occurrence of financial crises or market fluctuations that may affect strategic objectives. Rising costs of modern technology and infrastructure investments. Inability to allocate sufficient budget for the development of special services and infrastructure for disadvantaged groups. The occurrence of additional damage to physical structures in the event of a new natural disaster.
Strategies	Necessary arrangements should be made to enable stakeholders to benefit more effectively from educational and social area opportunities. It should be ensured that new structures have an infrastructure that uses energy resources efficiently, is accessible for the disabled, and is technologically accessible to information.
Estimated Cost	**64.574.510.000 ₺**
Findings	Requirements for the disabled are not met at an adequate rate. Low awareness of laboratory services. Insufficiency of the Congress and Culture Center capacity. Inadequacies of campuses in categories such as physical equipment, guesthouses, and green areas. The necessity for strengthening and restructuring physical buildings
Needs	The need for guesthouses must be met. Financial resources must be secured for new construction projects. Comprehensive earthquake studies must be conducted

7.2.16. Objective-5/Target-5.2

Objective(O5)	**Strengthening Institutional Capacity**
Target (T5.2)	Strengthening the Quality Assurance System
Name of the Program/Subprogram Related to the Objective:	Higher Education / Associate Degree Education, Undergraduate Education, and Graduate Education
Subprogram Target Associated with the Objective:	Training of graduates who possess professional competence and are open to continuous development.

Performance Indicators	Impact on Target (%)	Plan Period Starting Value	2026	2027	2028	2029	2030
PI5.2.1 Number of activities (training, seminars, surveys, meetings, etc.) carried out to disseminate the quality culture throughout the institution	20	134	140	145	150	155	160
PI5.2.2 Number of internal evaluations	20	20	21	22	23	24	25
PI5.2.3 Number of external evaluations	20	8	9	10	11	12	13
PI5.2.4 Number of meetings of External Advisory Boards consisting of internal and external stakeholders*	20	88	89	90	91	91	91
PI5.2.5 Closure rate of non-conformities opened annually within KALSİS at the University (%)	20	63	75	75	90	90	90

Responsible Unit	**QUALITY COORDINATION OFFICE**
Units to Collaborate With	Faculties, Institutes, Vocational Schools, Academic Units Without Diploma Programs, Corporate Data Management Office, Department of Information Technology, Teaching and Learning Unit, Department of Student Affairs, Department of Personnel
Risks	Restriction of the disclosure of certain information due to legal regulations or political reasons. Problems in adapting to frequently changing legislation. Awareness regarding the quality of culture and internalizing quality in academic units not being at the desired level.
Strategies	The number of accredited programs should be increased by accelerating program accreditation processes. Quality management system certification studies should be structured to cover all units of the university. Activities should be carried out to disseminate the quality culture. Internal and external stakeholder opinions should be obtained in strengthening the quality assurance system
Estimated Cost	**702.841.000 ₺**
Findings	Lack of certification programs related to quality systems. Studies have started for the establishment of quality processes. Use of online platforms for training. Organizing information meetings and awareness training to support internal Accreditation and Reaccreditation preparation processes. Organizing national and international external advisory board meetings.
Needs	The quality culture should be disseminated to cover all units, and quality management system processes should be made applicable in all units. Applications should be made for national/international quality and accreditation certificates. The number of external evaluators serving in accreditation institutions among academic and administrative staff should be increased.

**: PI5.2.4 is evaluated on an annual basis.*

7.2.17. Objective-5/Target-5.3

Objective(O5)	**Strengthening Institutional Capacity**
Target (T5.3)	Increasing organizational belonging among stakeholder groups.
Name of the Program/Subprogram Related to the Objective:	Higher Education / Student Life in Higher Education Lifelong Learning / Continuing Education Activities of Higher Education Institutions
Subprogram Target Associated with the Objective:	• Providing training in areas needed by all segments of society, and contributing to the development of cooperation with public institutions and organizations, the private sector, and international organizations. • Improving the quality of nutrition and accommodation services provided to higher education students; enhancing students' quality of life by supporting their personal and social development.

Performance Indicators	Impact on Target (%)	Plan Period Starting Value	2026	2027	2028	2029	2030
PI5.3.1 **Average score of satisfaction surveys conducted for internal and external stakeholders**	55	2,95	3,1	3,1	3,2	3,3	3,3
PI5.3.2 **Number of participants in social, cultural, and sporting activities**	45	34475	72000	105000	133000	162000	200000

Responsible Unit	**QUALITY COORDINATION OFFICE**
Units to Collaborate With	Faculties, Institutes, Vocational Schools, Academic Units Without Diploma Programs, Corporate Data Management Office, Department of Information Technology, Department of Student Affairs, Department of Personnel, Department of Health, Culture, and Sports, Disabled Counseling and Coordination Unit.
Risks	Manipulation of disclosed information leading to misinterpretation or malicious use. Feelings of dissatisfaction among personnel due to workplace relocations. Reduction of academic staff opportunities due to standard staff applications and budget constraints; leading to loss of motivation and potential candidates. Other universities providing more comprehensive opportunities to academics. Restructuring and name changes leading to a weakening of institutional culture and sense of belonging.
Strategies	Satisfaction levels, motivation, and productivity of students and administrative-academic staff, who are the university's stakeholders, must be increased. A performance-based incentive system should be adopted.
Estimated Cost	**417.824.000 ₺**
Findings	Failure to allocate sufficient budget for the development of special services and infrastructure for disadvantaged groups. Inadequacy of wireless network access points. Experience of insufficient social facilities. Inability to provide fast and effective communication with the target audience.
Needs	Barrier-free university courses should be opened in faculties. More benefit should be derived from internship opportunities for the disabled increased by the private sector. A student information network should be established within the university. Transportation opportunities to and between campuses should be increased. Social area facilities should be improved. Communication with stakeholders should be strengthened through the use of social media. Motivation-enhancing activities should be identified and implemented.

7.2.18. Objective-5/Target-5.4

Objective(O5)	**Strengthening Institutional Capacity**						
Target (T5.4)	Enhancing the institution's digital transformation capacity						
Name of the Program/Subprogram Related to the Objective:	Management and Support Program						
Subprogram Target Associated with the Objective:	-						
Performance Indicators	**Impact on Target (%)**	**Plan Period Starting Value**	**2026**	**2027**	**2028**	**2029**	**2030**
PI5.4.1 **Number of digital transformation projects completed by the institution**	50	31	32	32	33	33	33
PI5.4.2 **Number of units integrated into the institutional data pool access.**	50	1	5	8	10	15	20
Responsible Unit	**DEPARTMENT OF INFORMATION TECHNOLOGY**						
Units to Collaborate With	Faculties, Institutes, Vocational Schools, Academic Units Without Degree Programs, Institutional Data Management Office, Center for Learning and Teaching						
Risks	Cyber-attack, Turnover of qualified personnel, Technical failures						
Strategies	The cyber security infrastructure should be strengthened against increasing threats. The number of qualified personnel should be increased. Training on the use of digital platforms should be provided.						
Estimated Cost	**791.165.000 ₺**						
Findings	Insufficient wireless network capacity across campuses Need to reinforce the cyber security infrastructure Shortcomings in the expansion of information systems High costs of modern technology and infrastructure investments						
Needs	Information meetings and awareness trainings should be organized to support internal preparation processes. The need for qualified personnel in technology and IT infrastructure should be met.						

7.2.19. Objective-5/Target-5.5

Objective (O5)	**Strengthening Institutional Capacity**						
Target (T5.5)	Enhancing the institution's qualified human capital						
Name of the Program/Subprogram Related to the Objective:	Management and Support Program						
Subprogram Target Associated with the Objective:	-						
Performance Indicators	**Impact on Target (%)**	**Plan Period Starting Value**	**2026**	**2027**	**2028**	**2029**	**2030**
PI5.5.1 **Number of internal training programs**	20	28	57	87	118	150	183
PI5.5.2 **Number of staff participating in leadership training programs**	20	143	243	343	443	543	643
PI5.5.3 **Number of academic staff recruited from universities ranked within the top 500 in the QS, THE, or U.S. News World University Rankings**	40	7	10	15	18	20	25
PI5.5.4 **Percentage of staff scoring 80 or above in a foreign language exam, regardless of the exam type (%)**	20	25	26	27	28	29	30

Responsible Unit	**DEPARTMENT OF PERSONNEL AFFAIRS**
Units to Collaborate With	Department of Library and Documentation Department, Quality Coordination Office, Faculties, Institutes, Vocational Schools, Non-degree Academic Programs, Open and Distance Education Center (AUZEM), Career Planning Application and Research Center (KAPMER), Continuing Education Center (SEM)
Risks	Deficiencies in professional and personal academic development, the loss of human resources to international research centers and the private sector due to low economic income and inadequate infrastructural facilities.
Strategies	The frequency of professional development training for academic and administrative personnel must be enhanced. Postdoctoral research opportunities and positions should be provided.
Estimated Cost	**267.836.000 ₺**
Findings	Experiencing shortcomings in ensuring professional and personal academic development, and the lack of an integrated doctoral program.
Needs	Education evaluation surveys should be implemented, and improvements should be made based on the survey results. The need for qualified academic and administrative staff should be met. The library infrastructure and databases should be further enriched.

7.3. OBJECTIVE RISKS AND CONTROL ACTIVITIES

7.3.1. Objective-1

Objective 1.1: Course curricula will be diversified and strengthened in accordance with contemporary requirements.		
Risk	**Explanation**	**Control Activities**
External stakeholders not being sufficiently open to collaboration Units not accepting the proposed courses or experiencing difficulties in adaptation Revisions remaining at a superficial level Logistical problems (transportation, budget, permissions, etc.) Students' lack of interest in participating in surveys	Although meetings with external stakeholders are held periodically, sufficient support cannot be obtained in some cases due to the stakeholders' own business priorities. Some units are unable to accept some of the proposed courses due to reasons such as insufficient human resources, limited facilities, inability to recognize the importance of the course, or ECTS incompatibilities. Due to the dispersed nature of the University campuses across the metropolis, its continuous development, and its strong sense of mission, faculty members face challenges in managing their time effectively. This may cause some revisions to remain at a superficial level. Similarly, the dispersed and geographically distant campuses create difficulties for all stakeholders involved in education and training. Regarding student surveys, it has been observed that when students are required to complete these before viewing their exam grades, their primary focus on the grades often leads to the reporting of inaccurate or non-representative data.	Taking incentive measures to encourage external stakeholders to participate in collaborations, Conducting external stakeholder collaborations based on a win–win strategy, Providing units with detailed information regarding proposed courses, including the rationale for their recommendation and their potential contributions to the unit Linking the quality assurance forms provided by the Quality Unit to the curriculum revision process; revisions shall not be approved unless the mandatory documentation is completed. Reviewing the current student survey completion system.
Objective 1.2: Increasing the number of doctoral graduates and enhancing international capacity.		
Risk	**Explanation**	**Control Activities**
International political or economic crises, Visa issues, Insufficient foreign language proficiency, Inadequate support and integration services for international students, Lack of financial resources.	Factors such as shifts and uncertainties in global economic policies adversely affect our University's internationalization activities. Simultaneously, sudden fluctuations in foreign exchange rates impact strategic planning processes and the provision of financial supports.	Conducting joint online courses as a contingency measure against potential international crises, Strengthening guidance services provided by the International Office and offering country-specific information for target countries, Offering foreign language support courses for students and faculty; implementing language development programs beyond the preparatory class, Establishing guidance and counseling systems for international students, along with orientation and social integration programs, Ensuring more effective use of Erasmus+, Mevlana, and similar funds, and securing financing through special scholarships and sponsorships.

Objective 1.3: Enhancing Diversity in Graduate Education Programs		
Risk	**Explanation**	**Control Activities**
Increasing difficulty in quality control Resource allocation and management Insufficiency of academic staff and instructors Weakening alignment of programs with the labor market	Controlling quality within the service sector is a notoriously complex challenge, and in this context, the same situation applies to graduate education. In the age of Artificial Intelligence, new specializations and educational trends are emerging at a rapid pace. While the labor market continuously develops strategies to adapt to these shifts, universities face significant difficulties in matching this speed, particularly regarding the recruitment of qualified academic staff.	Further promotion of interdisciplinary studies Establishing a dedicated unit—or assigning the task to an existing administrative body—solely responsible for monitoring innovations in graduate education and reporting directly to the Rector and senior management, Ensuring that newly appointed academic staff possess qualifications that encompass emerging trends in education
Objective 1.4: Enhancing Diversity in Lifelong Learning Activities and Programs		
Risk	**Explanation**	**Control Activities**
Financial Constraints: budgetary limitations could threaten the sustainability of programs. Lack of Collaboration Among Relevant Units: Insufficient coordination between faculties and other units may hinder the achievement of goals. External Factors: External influences such as economic crises, pandemics, or political uncertainties may negatively impact educational programs. Low Participation: There may be insufficient participation of academic staff and students in training programs. Inadequate Technological Infrastructure: A lack of necessary digital infrastructure and resources may affect the quality of education.	Budget constraints may affect the sustainability of lifelong learning programs. At the same time, a lack of coordination among units responsible for lifelong learning activities poses an obstacle to the timely and full achievement of planned objectives. Insufficient digital infrastructure and resources required for lifelong learning may also negatively affect the quality of education. In addition, problems may be encountered in participation in training activities. Furthermore, environmental factors at the global and national levels (political, economic, social, technological, sectoral, etc.) may influence lifelong learning programs either positively or negatively.	Project and funding applications (e.g., TÜBİTAK, EU-funded projects); planning fee-based seminars and training programs Establishing joint protocols, holding regular coordination meetings, and developing a clear framework for task sharing Developing flexible and sustainable education models through online platforms Updating training content according to needs; providing incentives through certificates and badge systems; preparing social transcripts for students Expanding digital education infrastructure in collaboration with AUZEM; utilizing open-source platforms

Objective 1.5: Enhancing the skills, social and entrepreneurial competencies of students		
Risk	**Explanation**	**Control Activities**
Lack of Cooperation Among Relevant Units: A lack of coordination between faculties and other administrative departments. External Factors: External influences such as economic crises, pandemics, natural disasters, or political uncertainties. Inadequate Promotion of Activities: Insufficient dissemination of announcement of events aimed at enhancing entrepreneurial and social skills. Low Student Motivation: Low student participation due to intensive academic schedules and lack of motivation.	There are budgetary constraints that prevent entrepreneurship and club activities from being more efficient and effective. This situation also adversely affects student motivation. Furthermore, the fragmented campus structure and the remote location of certain campuses from the city center reduce student participation in social and entrepreneurial activities. Environmental factors (political, economic, social, technological, sectoral, etc.) globally and nationally can also positively or negatively impact these activities. Due to the dispersed nature of our university's campuses, the dissemination of certain social activities remains insufficient (e.g., physical posters and on-campus announcements).	Increasing entrepreneurship funds and sponsorship support; providing micro grants within the university Organizing regular strategic workshops among the Directorate of Health, Culture and Sports, the Technopark, and the Career Center Developing online social activity models; integration with digital volunteering platforms Enhancing multi-channel promotion strategies such as mobile applications, email newsletters, and social media campaigns Sharing success stories; raising awareness through entrepreneurship competitions and award-winning events Scheduling activities outside class hours; implementing flexible certificate systems based on participation levels

7.3.2. Objective-2

Objective 2.1: Research capacity will be improved.		
Risk	**Explanation**	**Control Activities**
High workload arising from teaching and learning activities	Within the scope of being a research university, academics are unable to dedicate their most valuable resource—time—exclusively to research, projects, and R&D activities within the scope of a research university.	Employment of qualified administrative staff in units as “education–training planners” to manage academic administrative tasks
Administrative workload on academic staff	Human resources cannot be utilized effectively based on competencies.	To enhance academics’ research competencies, providing training on up-to-date research methods and techniques, program usage, and relevant software, as well as purchasing necessary research tools and software according to disciplinary needs. Such support can contribute to the production of higher-quality publications.
External dependency in interdisciplinary studies	In education and teaching, adapting to new technologies requires academics to continuously update course content, develop up-to-date instructional materials, redesign exam questions according to new systems, and enter grades into AKSİS on a question-based format, which requires spending additional time on teaching-related activities.	Organizing interdisciplinary workshops within the university.
	Due to administrative workload, academics spend significant time on daily correspondence and paperwork, as well as commission and committee duties, which considerably reduces the time that should be devoted to academic research.	Organizing internal interdisciplinary workshops and consolidating expertise through joint doctoral programs, technoparks, and research clusters across different universities.
	Academics having to use their personal time to conduct research disrupts work–life balance and leads to time pressure caused by the inability to produce sufficient and high-quality publications, increasing anxiety and stress.	Increasing incentives for the development of domestic software and technologies, and organizing inter-university R&D workshops,
	Projects being carried out with dependence on external funding sources	Accelerating knowledge transfer through academic rotation programs (between academia and industry/sectoral organizations), fostering collaborative projects, publications, and seminars,
	Critical areas of expertise being held by external stakeholders	Expanding collaboration networks with national and international stakeholders (e.g., TÜBİTAK, BTK, technoparks, etc.).
	Data security and intellectual property risks	
	Increased time and costs in collaboration processes	
	Weakening of domestic solution development capacity	

Objective 2.2: Increasing the Number of Projects to Develop R&D Capacity		
Risk	**Explanation**	**Control Activities**
Failure to provide necessary financial support Technical personnel being insufficient in terms of quality and quantity Expected relocation and renovation works in some units Dependency on external sources for research technologies and uncertainties in exchange rates Limited availability of relevant project calls	Slowing down of projects or rejection of project applications due to technical reasons Decline in research quality and the emergence of problems in equipment usage Interruptions in research activities and loss of motivation Delays in equipment procurement and increases in costs Limited project output and a decrease in competitive capacity	-Diversification of funding sources by encouraging researchers to apply for different types of projects (EU, TÜBİTAK, development agencies, private sector) -Establishment of a Project and Design Office that provides technical drawing support for project writing, patent and utility model applications, and offers guidance on budget preparation and selecting the most appropriate project type during the application process -Increasing university–industry collaboration -Prioritization of resources to ensure efficient and effective use -Organization of continuous training and development programs, including up-to-date information technology training for existing staff and regular training on efficient resource utilization -Creation of attractive working conditions for qualified personnel -Provision of incentive-based supports and awards (such as publication incentives, certificates of appreciation, and honors) for researchers at different levels (faculty members, research assistants, and graduate students) -Development of a phased transition plan -Timely dissemination of information and implementation of temporary solutions (e.g., mobile laboratories, online support, flexible working arrangements) -Procurement of technical support from external sources -Collaboration with domestic equipment manufacturers -Establishment of joint procurement mechanisms and consortia -Preparation of a budget plan designed to minimize exchange rate risk -Adaptation of infrastructure to enable shared use of equipment among faculties or partner universities -Establishment of active communication with YÖK, TÜBİTAK, ministries, and other relevant institutions (strengthening lobbying activities) -Guidance of researchers toward international funding opportunities, and provision of technical information and support during the project writing and application stages -Organization of workshops that bring together different disciplines (such as social sciences, engineering, and medical sciences) across faculties and vocational schools (MYOs) to foster innovative ideas; creation of a project idea pool, regularly updated through periodic meetings
Objective 2.3: Increasing International Recognition		
Risk	**Explanation**	**Control Activities**
Dependency on external sources and uncertainties in exchange rates in collaborations Being affected by possible changes in international policies	Changes and uncertainties in global economic policies cause uncertainties in exchange rates. Especially in international collaborations, including projects, it can be challenging to make planning and estimate costs for future periods. At the same time, the aforementioned policy changes and uncertainties can directly affect the relationships between our university and other universities worldwide.	Since the risks related to Objective 2.3 are uncontrollable, only risk mitigation activities have been written: reducing the amount of risk per activity by increasing the number and diversity of international collaborations.

7.3.3. Objective-3

Objective 3.1: At least a 30% increase in activities within the scope of initiative and innovation.		
Risk	**Explanation**	**Control Activities**
Lack of knowledge on intellectual property and commercialization; lack of mentoring; insufficient TTO capacity; inadequate incentive systems; restrictive legislation	Entrepreneurship and innovation activities are limited due to insufficient IP knowledge, mentoring support, and TTO capacity. Additionally, the inadequacy of the incentive system and regulatory restrictions negatively affect the process.	Trainings on intellectual property and commercialization will be organized, an entrepreneurship mentorship network will be established, the capacity of the Technology Transfer Office (TTO) will be strengthened, improvement proposals for the incentive system will be submitted, and legislation will be monitored.
Objective 3.2: At Least 200% Increase in Student and Graduate Entrepreneurship Activities		
Risk	**Explanation**	**Control Activities**
Insufficient entrepreneurship culture Limited physical and financial resources allocated to student ventures Investors in the entrepreneurship ecosystem being distant from young entrepreneurs	The insufficient development of an entrepreneurship culture across the university, the limited resources provided for student ventures, and investors' cautious approach toward young entrepreneurs make it difficult to bring innovative ideas to life.	Activities will be organized to raise entrepreneurship awareness, funding and space support will be provided for student ventures, and platforms connecting students with investors will be developed.
Objective 3.3: Increase in Research Capacity and the revenue generated from it		
Risk	**Explanation**	**Control Activities**
Loss of the projected revenue amount due to inflation	High inflation reduces the real value of the planned revenues, putting the achievement of budget targets and the sustainability of activities at risk	Inflation forecasts will be taken into account in budget planning, revenue items will be updated regularly, and alternative revenue sources will be created

7.3.4. Objective-4

Objective 4.1: Increasing the quality and quantity of the delivery of health services		
Risk	**Explanation**	**Control Activities**
National and International Social and Economic Crises (Pandemic, Economic, Disasters), Our University's Ongoing Construction Process (Construction)	New investments, infrastructure improvements, and personnel recruitment require significant costs. Due to potential crises, budget constraints may prevent the targeted developments from being sustained. If sufficient health personnel cannot be employed, the workload of existing staff may increase, which can reduce service quality.	Diversify funding sources and plan resources accordingly. Increase investments in health information systems to strengthen the infrastructure.
Objective 4.2: Increasing public information services		
Risk	**Explanation**	**Control Activities**
National and International Social and Economic Crises (Pandemic, Economic, Disasters), Our University's Ongoing Construction Process (Construction)	Should provide active and rapid information on social media, and informational materials should be presented not only digitally but also through printed brochures, radio, TV, face-to-face briefings, and similar methods. Informational content should be diversified according to factors such as **age, education level, disability status, and language.**	The impact should be measured using tools such as post-information surveys and focus group studies. Content should be updated based on feedback to ensure continuous improvement. Access and interaction data on digital platforms should be analyzed regularly.
Objective 4.3: Increasing social responsibility activities		
Risk	**Explanation**	**Control Activities**
Failure to meet accessibility criteria (physical or infrastructure deficiencies) Low survey participation rate (access difficulty, lack of interest) Low participation in the graduate tracking system Imbalanced workload of academic staff	Financial and human resources required for social responsibility projects may not be sufficient. Such activities may be deprioritized among other priority tasks. If impact analysis is not conducted, the real benefits of the activities cannot be measured.	An annual plan should be prepared for all social responsibility activities, and activities should be documented with elements such as purpose, target audience, timing, responsible unit, and budget. Incentive practices should be developed to increase participation (for example, certificates of achievement, letters of appreciation). A needs analysis of the target audience should be conducted before the activity, and after the activity, satisfaction should be measured through feedback surveys from participants.

7.3.5. Objective-5

Objective 5.1: Increasing infrastructure and physical facilities on campuses		
Risk	**Explanation**	**Control Activities**
Financial crises or market fluctuations affecting strategic objectives; high costs of modern technology and infrastructure investments; economic fluctuations and global crises; potential additional damage to physical structures in the event of a new natural disaster; ongoing archaeological excavations at the Cerrahpaşa campus affecting construction processes	High costs of modern technology and infrastructure investments; economic fluctuations and global crises; disaster-prone structures and insufficient disaster planning; overlap between excavation timelines and infrastructure projects; possibility of a new natural disaster	Diversification of budget planning according to economic scenarios; increasing project-based funds and strengthening sponsorship mechanisms; updating disaster management plans and expanding insurance coverage; coordination with relevant institutions to align project timelines; activation of the Hospital Disaster Plan (HDP) at Cerrahpaşa Faculty of Medicine Hospital, Prof. Dr. Murat Dilmener Campus, and Cerrahpaşa Campus in case of emergencies or disasters
Objective 5.2: Strengthening the quality assurance system		
Risk	**Explanation**	**Control Activities**
Restrictions on disclosure of certain information due to legal or political reasons; difficulties in adapting to frequently changing legislation; insufficient awareness of quality culture in academic units; technological infrastructure failures; limited use of KALSİS across the university; lack of training on KALSİS; failure to monitor nonconformities recorded in KALSİS	Lack of internal awareness and monitoring; ineffective implementation of quality assurance systems across units; failure of personnel to follow legislation; cyberattacks targeting technological infrastructure	Structuring information-sharing processes within the legal framework; establishment of legislation monitoring units; increasing training and information activities on legislation and updates; restricting external access to prevent cyberattacks

Objective 5.3: Increasing institutional belonging among stakeholder groups		
Risk	**Explanation**	**Control Activities**
Manipulation or misuse of disclosed information; dissatisfaction due to staff relocations; reduced academic staffing opportunities due to norm staff practices and budget constraints; other universities offering more comprehensive opportunities	Abuse of transparency; lack of institutional loyalty and motivation; loss of qualified personnel; competitive disadvantage; diversity of opportunities offered by private universities	Strengthening information security and communication strategies; transparent and participatory management of rotation processes; performance- and needs-based staffing planning; diversification of internal incentive mechanisms; internal communication activities to strengthen institutional culture
Objective 5.4: Increasing the institution's digital transformation capacity		
Risk	**Explanation**	**Control Activities**
Cyberattacks; loss of qualified personnel; technical failures	Targeting of institutional systems; lack of experts to manage digital processes; system interruptions and data loss	Updating security software and strengthening IT infrastructure; providing attractive working conditions for staff; improving backup systems and implementing rapid-response plans; maintaining a secondary server for emergency activation
Objective 5.5: Strengthening qualified human resources within the institution		
Risk	**Explanation**	**Control Activities**
Deficiencies in professional and personal academic development; loss of qualified workforce to foreign research centers and the private sector due to insufficient economic income and infrastructure	Limited access to development opportunities for staff; risk of brain drain	Increasing training programs and preparing individual development plans; improving research opportunities

7.4. COSTING

Table 20th Estimated Cost Table

	2026	2027	2028	2029	2030	TOTAL COST
Objective 1	**1.629.868.000**	**1.774.425.000**	**2.148.231.000**	**2.375.922.000**	**2.672.772.000**	**10.601.218.000**
Target 1.1	403.700.000	455.228.000	515.930.000	583.018.000	659.500.000	2.617.376.000
Target 1.2	261.817.000	278.836.000	296.959.000	316.262.000	336.819.000	1.490.693.000
Target 1.3	393.660.000	432.575.000	688.050.000	787.276.000	942.278.000	3.243.839.000
Target 1.4	125.136.000	133.270.000	141.932.000	151.158.000	160.983.000	712.479.000
Target 1.5	445.555.000	474.516.000	505.360.000	538.208.000	573.192.000	2.536.831.000
Objective 2	**193.533.000**	**206.113.000**	**313.266.000**	**333.626.000**	**355.312.000**	**1.401.850.000**
Target 2.1	102.560.000	109.226.000	116.326.000	123.887.000	131.940.000	583.939.000
Target 2.2	38.680.000	41.195.000	137.628.000	146.573.000	156.100.000	520.176.000
Target 2.3	52.293.000	55.692.000	59.312.000	63.166.000	67.272.000	297.735.000
Objective 3	**574.818.000**	**587.196.000**	**665.578.000**	**708.835.000**	**754.913.000**	**3.291.340.000**
Target 3.1	127.366.000	135.644.000	144.462.000	153.852.000	163.852.000	725.176.000
Target 3.2	319.470.000	340.236.000	362.351.000	385.900.000	410.988.000	1.818.945.000
Target 3.3	127.982.000	111.316.000	158.765.000	169.083.000	180.073.000	747.219.000
Objective 4	**11.328.253.000**	**13.129.660.000**	**13.983.014.000**	**14.891.902.000**	**15.860.353.000**	**69.193.182.000**
Target 4.1	11.125.098.000	12.913.300.000	13.752.589.000	14.646.500.000	15.599.000.000	68.036.487.000
Target 4.2	122.906.000	130.895.000	139.404.000	148.465.000	158.115.000	699.785.000
Target 4.3	80.249.000	85.465.000	91.021.000	96.937.000	103.238.000	456.910.000
Objective 5	**9.336.327.000**	**9.949.726.000**	**13.570.871.000**	**15.440.482.000**	**18.456.770.000**	**66.754.176.000**
Target 5.1	8.953.705.000	9.542.232.000	13.136.876.000	14.977.163.000	17.964.534.000	64.574.510.000
Target 5.2	123.242.000	131.252.000	139.800.000	150.000.000	158.547.000	702.841.000
Target 5.3	73.383.000	78.154.000	83.233.000	88.644.000	94.410.000	417.824.000
Target 5.4	138.956.000	147.988.000	157.607.000	167.852.000	178.762.000	791.165.000
Target 5.5	47.041.000	50.100.000	53.355.000	56.823.000	60.517.000	267.836.000
General Administrative Expenses	**583.195.000**	**633.099.000**	**728.160.000**	**836.083.000**	**962.533.000**	**3.743.070.000**
TOTAL:	**23.645.994.000**	**26.280.219.000**	**31.409.120.000**	**34.586.850.000**	**39.062.653.000**	**154.984.836.000**

8.OBSERVATION AND EVALUATION

The extent to which the objectives and goals stated in the University Strategic Plan are achieved is regularly monitored and evaluated. The monitoring activity is conducted by collecting the necessary data from all expenditure units at intervals of at least six months. This monitoring interval may be shortened by decision of the Rectorate.

Expenditure Units shall complete the monitoring reports requested by the Strategic Planning and Development Board (SPDB) at the end of May each year and submit them to the SPDB by the end of the second week of June. If the Rectorate decides that the monitoring period should occur at shorter intervals, the relevant process will be specified in the timeline. It is the responsibility of the SPDB to consolidate all monitoring reports received from the units. The resulting final report is presented to the Rector under the title “Strategic Plan Monitoring Report” within July. A monitoring meeting is held under the chairmanship of the Rector, with the participation of Vice Rectors, Authorizing Officers, and the SPDB President. During this meeting, the results of the report are evaluated. Taking into account the performance level of the performance indicators related to the relevant objective, an analysis is conducted at the end of the year in which monitoring is carried out to determine whether the target value has been achieved.

For the Evaluation Activity, Expenditure Units shall complete the evaluation reports requested by the SPDB at the end of December each year and submit them to the SPDB by the end of the second week of January. The SPDB consolidates all evaluation reports received from the units and incorporates them into the annual Evaluation Report, which is submitted to the Rector by the end of the second week of February. An evaluation meeting is held under the chairmanship of the Rector, with the participation of Vice Rectors, Authorizing Officers, and the SPDB President, during which the results of the report are assessed.

The Strategic Plan Evaluation Report is finalized in the evaluation meeting chaired by the Rector to include the decisions to be taken regarding how the objectives will be achieved during the remaining period of the strategic plan.



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