



Strategic Plan 2021-2025

INSTITUTIONAL HISTORY

According to the Council of Higher Education's (CoHE) decision dated 09.03.1993 and numbered 93.6.249, departments of Business Administration (English), Economics (English), and International Relations (English) which were initially part of the DEU Faculty of Economics and Administrative Sciences were brought together to establish Faculty of Business (FoB). Department of Tourism Management, formerly part of the DEU Faculty of Science and Letters, joined the FoB with the Higher Education Executive Committee decision dated 25.01.1994. The Department of International Business and Trade was established under the CoHE's decision dated 03.09.2008 and article 7/d-2 of Law No. 2547, which was changed with Law No. 2880. Currently, the Faculty of Business comprises these five departments, where the medium of instruction is English.

With the University Senate's decision dated 23.12.2014 and numbered 434/9. The decision taken at the Higher Education Council's 05.03.2015 dated General Assembly meeting, international double diploma programs of Business Administration (UOLP-SUNY ALBANY), Economics (UOLP-SUNY ALBANY), and International Relations (UOLP-SUNY ALBANY) were established within the scope of the "Protocol for International Joint Program for Bachelor's Degree" signed between the DEU FoB and the State University of New York Albany Campus (USA).

Dokuz Eylul University FoB has played a pioneering role since its foundation. Some of the firsts are listed below;

The Firsts of FoB in Turkey	The Firsts of FoB in Izmir	The Firsts of FoB at the University
<ul style="list-style-type: none"> • The establishment of the first Faculty of Business after 1982 • International Double Degree Practices (1997) • The faculty-level Department of Tourism Management (1994) • Dual Language Education in the Department of Tourism Management (1994) 	<ul style="list-style-type: none"> • Department of International Relations (1992) • First Honor and High Honor Lists (1992) • Student – Business Sector Employment Dialogue (1992) • Professional Career Development Education Program (1997) • Offering the Gender Equality Course as a required Course (2016) • International Week (2007) • International Summer School (2015) 	<ul style="list-style-type: none"> • Foreign Language Business Education (1989) • Student Club (BAClub) (1989) • Special-Student Status (1992) • Teaching Services Assessment (1989) • International Student Office (1992) • Pioneer Bologna Faculty (2010) • International Week (2007) • International Summer School (2015)

STRATEGIC PLAN

Dokuz Eylul University (DEU) prepares its strategic plan every five years and re-evaluates its vision and mission. In line with this process, each academic unit goes through the same process. The former DEU Strategic Plan covered the years 2015 through 2020. At the beginning of 2020, preparation of the 2021-2025 Strategic Plan started and was finalized at the end of 2020. The Faculty of Business (FoB) also worked on its 2021-2025 Strategic Plan accordingly. The Faculty Strategic Plan Committee, which has representatives from all departments, led the process. During the revision process, the mission of the FoB was updated to align it with the changing needs of business education. Accordingly, the five-year strategic plan, goals, and strategies are aligned with the revised mission and the DEU five-year strategic plan.

PREPARATION PHASE

As the first step of the strategic plan preparation phase, the committee conducted activities to reevaluate the mission during the first quarter of 2020. Groups included academic and administrative staff, and students participated in search conferences. Focus groups were conducted with graduates and representatives of the business world.

The timing and location of the search conferences and focus groups were planned before. The Strategic Plan Committee sent invitation letters signed by the Dean to the groups of graduates and business world representatives.

Search Conferences

Search conferences with the existing academic and administrative staff were organized during the week of February 3-7, 2020. Mixed groups of academic and administrative staff met in the first two days to exchange ideas and carry out a SWOT Analysis. They came up with and discussed the new mission statement proposals.



A search conference with students was also conducted. Groups were formed by inviting one male and one female student from each department and year of study. They were distributed to tables randomly and asked to do a SWOT analysis. The results were recorded on March 3, 2020.

The combined results of the SWOT Analysis are reported in Appendix 1.

Focus Groups

Focus groups were conducted with the graduates between 9 a.m. and 12 p.m. and the employers between 1 p.m. and 5 p.m. on February 13, 2020, at the FoB. The following questions were asked to both groups separately, and their responses were recorded.

- If a strategic target and priority need to be determined for the Faculty, what should it be?
- What kind of graduates should our students be?
- What are the most beneficial gains for you after graduation?
- In which areas do you believe that graduates need further development?

The departments carried out the second step of the preparation phase, which included determining the program-specific goals and objectives. Each department re-evaluated and revised its existing program goals and objectives (competencies) based on FoB's new mission statement.

The third phase included determining FoB's strategic goals, objectives, and performance indicators. This was carried out by the Dean's office meetings with the Strategic Plan Committee, Department Chairs, and Vice Chairs. The outcomes of these meetings were finalized and approved by the Faculty Senate.

Considering the FoB's mission and vision, the Faculty of Business defined its strategic goals, objectives, and performance indicators in parallel with Dokuz Eylul University's strategic goals, objectives, and performance indicators. The strategic goals and objectives of the Faculty of Business are provided in Table 1.

Table 1: Goals and Objectives

Goal 1: Improving Scientific and Innovative Research Capacity	
Objective 1.1	Improving Academic Skills, Qualified and Effective Research Capacity
Objective 1.2	Improving Quantity and Quality of National and International Scientific Publications
Goal 2: Improving the Quality of Education and Training	
Objective 2.1	Improving Internationalization in Education and Research
Objective 2.2	Continuous Improvement and Development of Education and Training Programs
Objective 2.3	Supporting Education and Training Oriented Professional Development of Academic Staff
Objective 2.4	Developing Students' Learning Motivations
Goal 3: Strengthening Institutional Capacity, Improving Interaction with Stakeholders, and Quality of Social Service	

- Objective 3.1 : Developing and Improving Stakeholder-Related Activities
Objective 3.2 Development of the Quality Assurance System in All Processes of the Institution

INTERNAL ANALYSIS OF THE FACULTY

The medium of instruction at Dokuz Eylul University Faculty of Business is English. The student population is 2263. The faculty has five departments: business Administration, Economics, Tourism Management, International Relations, and International Trade and Business. In the areas of Business Administration, Economics, and International Relations, there are double-degree programs jointly carried out with Dokuz Eylul University (DEU) and the University at Albany, SUNY (State University of New York).

As of 2020, there are 29 Professors, 20 Associate Professors, 14 Assistant Professors, 6 Instructors, and 26 Research Assistants - 95 Faculty members in total- at the Faculty. As substantial resources, we have 29 classrooms, computer laboratories, one conference hall, 1 study hall, offices of academic staff, and administrative offices.

The Faculty of Business' priorities in education can be summarized as personalized education, the use of the latest education methods, and internationalization.

All classes at the Faculty are conducted in 40-person courses on average. Keeping the class size small and having an "open door" policy are important in creating positive and strong communication between students and the academic staff. These two policies of the Faculty are of great importance in achieving the goal of personalization of education. In this way, students constantly communicate with the faculty members and the Faculty Administration regarding information exchange and career plans. As a result, most of our students have the chance to have internships and work in national and international projects of faculty members, and when they graduate, they quickly get a job. In addition, students can plan their careers by specializing in the field they want, thanks to the minor and specialization options offered within the subfields of the departments. Many activities such as career days, meetings, summits, seminars, and workshops under the roof of the clubs, which are entirely managed by the students every year at the Faculty, continue with the support of the Faculty administration and have a great impact on both the personal development and social life of the students.

The internationalization objective is in cohesion with the globalization process, which can be seen in all of the fields of social sciences. Thus, the Faculty has many bilateral cooperation agreements in the extent of the Erasmus Program, Mevlana Program, and academic collaboration agreements with the universities in the United States, Russia, South Korea, Kazakhstan, and India. These agreements provide many students, administrative and academic staff the opportunity of exchange. Moreover, many academics of the Faculty of Business are involved in short-term visiting activities to the partner universities and participate in lectures and seminars. Providing students an international experience before graduation is one of the aims of the Faculty.

In addition, every May, more than 10 academics from partner universities visit the Faculty and give lectures as part of the 'International Week,' which is the main internationalization activity at home. Moreover, the international exchange students who study at the Faculty enable our students to participate in classes with international students who come from partner universities.

In sum, in the Faculty of Business where students are not lost in the crowd, education is provided using the most modern materials and techniques. Students are well motivated and equipped with the latest scientific knowledge and skills in line with the requirements of a competitive global work environment as well as social and cultural values. The priority of modern education methods is supported by the presence of innovative curricula, modern technological facilities, smart classrooms, and innovative software. There are projectors and computers in all of the classrooms and also two computer labs and one IT office serve students. Finance Lab has enabled students to do real-time financial analysis. Moreover, there is wireless internet within the classrooms and common areas of the Faculty.

The faculty building consists of one structure including four integrated blocks. In the North East of the Faculty building the Faculty of Maritime Studies; in the South of the Faculty, the Science and Letters Faculties are located. There are five floors including the basement and ground floor. The student canteen, finance laboratory, technicians' room, utility room, and two classrooms are located in the basement. Most of the classrooms, the computer lab, the student administrative offices, the IT offices, and the administrative staff's restrooms are located on the ground floor. Classrooms, Department of Business academic staff offices, one restroom, and the system office are located on the first floor. Seminar rooms and offices that belong to the Department

of Economics, International Relations, International Trade and Business, and Tourism Management academic staff are placed on the second floor. Offices that belong to the Faculty Secretary, the Dean, and the Dean's Secretary, Human Resources, Administrative and Fiscal Affairs, and one meeting room, the Faculty Journal Editor's office are located on the top floor of the building.

The Faculty of Business was initially and temporarily housed within the DEU Dokuz Cesmeler campus. In 2000, the Faculty moved to its present building in the DEU Tınaztepe campus. The Faculty of Business provides teaching and training activities in the Buca Tınaztepe Campus, which has a 10,000-square-meter indoor area. At the entrance of the Tınaztepe Campus, a central bus stop is located, and transportation within the Campus is provided by ring service buses run by the University.

The Faculty owns 27 classrooms of different sizes, 2 smart classrooms, 2 computer laboratories, 4 meeting rooms, 1 conference hall, one reading hall, one finance lab, and one canteen. Students can use many references and journals in the reading hall of the Faculty, and in the Central Library located in the Tınaztepe Campus. Tınaztepe Campus provides students several social and cultural activities through social facilities, activity centre, and sports facilities. Tınaztepe Campus offers the opportunity to students to engage in volleyball, basketball, table tennis, and football activities.

STRATEGY DEVELOPMENT

DEU MISSION

To enhance humanity's economic, cultural, and social well-being (wealth) through education and research activities.

DEU VISION

To be a research and education center that shapes the future of entrepreneurship and innovation.

FACULTY OF BUSINESS MISSION

To educate entrepreneurs and leaders who have an international perspective, can keep pace with contemporary needs, and have learned lifelong learning; conduct activities that support sustainable development goals, and quality research.

FACULTY OF BUSINESS VISION

With its approach to education and efforts to add value, the vision of Dokuz Eylul University Faculty of Business is to become one of the outstanding higher education institutions at the national and international level.

Core Values

Core values of the Faculty of Business are;

Tolerance, Self-Confidence, Unity, Creativity, Entrepreneurship.

MONITORING AND ASSESSMENT PHASE

Whether the targets partaking at the Faculty's current strategic plan have been fulfilled or not is closely followed and assessed firstly by the Dean's Office and then by the Rectorate with the annual activity reports. In these activity reports, how some targets were realized and for which reasons and obstacles other targets could not be realized are assessed. For instance, our Faculty has fulfilled the great majority of the 14 targets defined within the scope of the 2019-2020 academic year's strategic aims despite the drawbacks of the pandemic. In addition, preparations were made for the new mission and strategic aims within the scope of the AACSB accreditation works. The results of these works are reflected in the forthcoming period's plans.

The Faculty of Business realized the preparations of the fourth five-year strategic plan in 2020. Strategic planning started to be implemented in public institutions with the Public Financial Management and Control Law No. 5018, in which performance-oriented results and outputs rather than processes are evaluated since 2006. A Strategy Committee was established to prepare and follow up the faculty's strategic plan. In addition, Quality and Assurance of Learning (AOL) committees were established to carry out the self-

assessment of the Faculty's achievement of its objectives. Strategic Plan Evaluation will be made every six months to assess the progress in meeting the targets.

Analysis of the Legislation

Higher Education Council's Law No. 2547, Public Procurement Law No. 4734, Public Procurement Contracts Law No. 4735, Public Finance Management and Control Law No. 5018, Court of Accounts Law No. 6085, Public Procurement Law No. 2886, and Civil Servants Law No. 657 are the important laws that both our University and our Faculty are subject to. The bureaucratic obstacles experienced due to the restrictions in this legislation and frequent regulations or the obligations arising from them are quite determinant for the Faculty of Business, especially in the use of resources.

Analysis of the Top Policy Documents (UNIVERSITY ALIGNMENT)

For the Faculty of Business of Dokuz Eylül University, the strategic plan of the University is considered to be the most important top policy document. When this strategic plan is analyzed, these three aims determined by our University stands out:

1. To improve the capacity of scientific and innovative research
2. To improve the quality of education
3. To strengthen the institutional capacity, to improve the interaction with the stakeholders, and to improve the quality of the social services

Similar aims came forward during the studies conducted for the Faculty of Business' strategic plan and a strategic plan consistent with that of our University has been prepared.

Determination of Areas of Activities, and Products and Services

Area of Activity	Products and Services
Education	<ol style="list-style-type: none"> 1. Accredited education 2. Courses -other than lectures- offered by the Faculty 3. Exchange programs 4. Distance education 5. Certificated career development and training programs
Science and Research	<ol style="list-style-type: none"> 1. Scientific publications 2. Graduate-level dissertations 3. Scientific meetings 4. Research projects 5. University-Industry Cooperation 6. Entrepreneurship services 7. Expertise and consultancy service
Activities for the improvement of the institutional capacity and the society	<ol style="list-style-type: none"> 1. Student and graduate services 2. Administrative services 3. Technical services 4. Financial services 5. Scientific, culture-art and sports services 6. Lifelong learning and training services 7. Social responsibility projects 8. Mentorship and consultancy

Stakeholder Analysis

STAKEHOLDERS		Employees	Served ones	Main Partner	Strategic Partner
Students	Internal		*	*	
Academic staff	Internal	*	*	*	
Administrative staff	Internal	*		*	
Dokuz Eylül Technology Transfer Office (DETTO) / Dokuz Eylül Technology Development Zone (DEPARK)	Internal	*		*	
Higher Education Council (YÖK)	External			*	
Measuring, Selection and Placement Center (ÖSYM)	External			*	
Ministry of Finance	External			*	
Ministry of Health	External			*	
Ministry of Labour and Social Security	External			*	
Ministry of Science, Industry and Technology	External			*	
Ministry of National Education	External			*	
Court of Accounts	External			*	
Judicial Bodies	External			*	*
Ministry of Development	External			*	
State Personnel Administration	External			*	
The Scientific and Technological Research Council (TÜBİTAK) – Turkish Academy of Sciences (TÜBA)	External				*
Professional Associations	External		*		*
Governorship	External		*		*
Municipalities	External		*		*
Non-governmental organizations	External		*		*
Universities in Turkey	External		*		*
Universities Abroad that we have agreements with	External		*		*
Other Public Institutions	External		*		*
EU agencies	External				*
National and International Research Centers	External				*
Employers	External		*		*

Media organs	External				*
Graduates	External				*
Parents/Custodians of Students	External		*		
Suppliers	External			*	
İzmir Development Agency	External		*		*
Other Agencies - Domestic and Abroad	External		*		*
International Institutions and Organizations	External		*		*

Differentiation Strategy

Position Preference

Dokuz Eylul University has applied to the Council of Higher Education (CoHE) as a nomination candidacy in the context of the Research Focused Mission Differentiation and Specialization Project in 2020. Within this scope, a Self-Evaluation Report is prepared and our university's objectives, including 5 years, which relate to performance indicators (defined according to Common Success Measures of Universities), are identified considering historical data and present situation.

Our university, which was selected as a pilot in the Internationalization Strategy and Goals document of CoHE, aims to be one of the leading institutions in global knowledge production networks with this plan. The Faculty of Business is the faculty that contributes the most to this goal of our university with its academic publications, international students and academic collaborations and activities, and partnerships. Despite limited resources and a relatively small number of employees, its success is the result of the steps it has taken in internationalization since its establishment, as a result of the fact that it is a part of the faculty's culture. To become an academic in our faculty, overseas experience is strongly encouraged. The only school in the university that has this criterion is the Faculty of Business.

In parallel with our university's common objectives, the Faculty of Business makes a difference with its qualified academic articles and publishing, qualified education, entrepreneurship, and sustainability efforts, and differentiates itself from similar faculties.

The Faculty of Business emphasizes international accreditation of courses and programs. Thus, the Faculty has applied for international AACSB accreditation, and the process is ongoing. In addition, the Faculty's business program is accredited by ACCA and CFA.

ACCA is a global professional association certifying accounting professionals as having competencies at international standards and ACCA has the authority to license in this regard. ACCA certification gives international career opportunities and provides privileges to accounting professionals throughout their careers. Graduates specializing in accounting, as indicated in their Diploma Supplement, benefit from exemption opportunities for the exams necessary to obtain the ACCA certificate. This accreditation significantly enhances their career prospects in national and international arenas, providing a valuable step forward in their professional journey.

CFA (Chartered Financial Analyst) Institute, one of the most respected financial institutions in the world, is an internationally operating non-profit association of investment professionals. The CFA Institute provides professional qualification certification, which gives international business opportunities in the field of finance. CFA Accreditation delivers scholarship opportunities in international CFA certification exams for our students. It also offers free access to learning tools such as online lectures, e-books, case studies related to ethics issues, sample quizzes, as well as the Financial Analyst Journal, which is among the international academic journals with a high impact rate and includes many up-to-date research reports in the field of investment. CFA Accreditation offers the knowledge and skills to meet the needs of the financial sector and the privilege of graduating from a CFA-affiliated program.

Our school, unlike other Business Faculties, has an International Relations Department. The presence of the Department of International Relations adds value to our faculty. Globalization is undeniably important; in today's world, where states, international organizations, and multinational companies are intertwined, it is important to understand how states and markets interact and shape each other. In this context, elective courses offered by the Department of International Relations, such as Globalization and International Relations, International Political Economy, Development and the Politics of Inequality, can be taken by students of departments other than the Department of International Relations. This ensures that our faculty has a structure that develops global thinking and assessment skills for all its students.

Entrepreneurship stands out as another prominent focus in the mission of the Faculty of Business. Entrepreneurship, which has been one of the five core values of the faculty since its establishment, has been observed as a field chosen by students intensively after graduation. With the knowledge, skills, and experience gained by the courses and student clubs in the faculty, our students from all departments graduate with both motivation and self-confidence to become entrepreneurs. The curriculum structure, which offers minor opportunities in different departments, makes not only business students, but also students of all other departments competent in this subject. Partnerships with non-governmental organizations (sometimes in a structure that is intertwined with the courses, and sometimes separately), allow our students to have knowledge and experience in civil society studies as well as their education. Social Responsibility Course, which is carried out in cooperation with the Aegean Forest Foundation, and the collaborations of İZİKAD and EĞİAD are examples of this.

Location Preference

As mentioned in the school's mission, the Faculty devotes itself to engaging in academic and social activities that serve the sustainable development goals set by the United Nations. Social responsibility projects with the Aegean Forest Foundation, adding new courses to the curriculum, and relevant activities about gender equality are examples of this devotion.

In line with its updated mission and internationalization goal, the Faculty of Business has determined the areas it will contribute academically and socially, and has taken the sustainability goals of the United Nations aimed to be achieved by the end of 2030 as its road map.

Our faculty, which carries out projects, lectures, academic publications, social activities under the titles of,

- Qualified Education,
- Gender Equality,
- Accessible and Clean Energy,
- Climate Action,
- Peace, Justice and Strong Institutions.

The Faculty will work to diversify, increase and more closely follow its activities in this field together with the 2021-2025 strategic plan. Some of the activities within this scope are:

- İklimDE project (Building Social Capacity on Climate Change in Higher Education: Perception Management, Awareness Raising and Resilience Project) is a European Union IPA project and Funded by the Central Finance and Contracts Unit of Turkey. The project was carried out between September 2017 and September 2019. In the project, Prof. Dr. Yasemin Arbak, Prof. Dr. Canan Madran, Assoc. Prof. Dr. Banu Demirel, Assoc. Prof. Dr. Sumeyra Duman, Assist. Prof. Dr. Beyza Sumer, Res. Assist. Dr. Nilay Bicakcioglu Peynirci took place.
- Project POWERS (Peace, War, and the World in European Security). European Union ERASMUS+ Project. The project is about challenges to the security of the European Union and its neighbors. It started in September 2018 and is currently ongoing. Prof. Dr. Gul Mehpare Kurtoğlu Eskisar, Assoc. Prof. Dr. Muge Aknur, Assist. Prof. Dr. Zuhale Unalp Cepel, Res. Assist. Dr. Sevgi Cilingir, Res. Assist. Tugcan Durmuslar and Res. Sinem Abka from the Department of International Relations is involved in this project.
- The DIGIMATES Project (Development of Innovative, Gamified and Interactive Method for Advanced e-Teaching and E-learning of Skills) is supported by the European Union Erasmus+ program, which started in March 2021 and is currently ongoing. This project aims to design and implement DigiMates innovative method that will enable online game-based learning to improve the quality of e-learning. In particular, it has the objectives of increasing the participation of millennials in the e-learning process, encouraging the acquisition of additional skill sets, and at the same time enabling virtual mobility. We are one of the five partner institutions in the project coordinated by the University of Ljubljana. Institutions involved in the project are Dokuz Eylul University, Turkey; University of Ljubljana, Slovenia; University of Leon, Spain; University of Gdansk, Poland; Heilbronn University,

Germany. In this project, as Dokuz Eylül University, our main contribution will be to prepare comprehensive, internationally valid guidelines for the development and sustainability of the quality assurance system in e-learning. Prof. Dr. M. Banu Durukan Sali, Assoc. Prof. Dr. Aysun Kapucugil Ikiz and Assoc. Prof. Dr. Banu Demirel are involved in the project.

Preference of Value Presentation

Position preference and success location preference are identified according to Dokuz Eylül University's research-oriented policy. Table 2 shows the service set of value preference presentation, which is prepared considering position preference and success location preference.

Table 2: Value Preferences

Factors/Preferences	Eliminate	Reduce	Enhance	Innovate
Interdisciplinary Projects			X	
High Impact Factor Publications			X	
International Cooperation			X	
Effective Exchange Programmes			X	
Continuous Enhance of Education			X	
Accreditation of Education Programmes			X	
Interaction with Graduates			X	
Life Long Learning			X	
Society Originated Activities			X	
Corporate Reputation Activities			X	X



Core Competence Preference

Considering Dokuz Eylül University's research-oriented position and to maintain this, research-oriented structure and culture, eligibility of doing research and transforming outputs of academic research into value-added products are considered core competencies of the Faculty of Business.

Appendix 1: SWOT Analysis

Internal Environment	
Strengths	Weaknesses
<ul style="list-style-type: none"> • A culture that creates horizontal hierarchy feeling within the departments • Freedom of thought and expression in the Faculty • Strong communication and relations between students and academics • Strong relations with alumni • Social media usage • Foreign language education • Minor, concentration, and double major opportunities • Education in a Foreign Language (English) • International education • Explanation of ideologies in a neutral way • Participation of business sector managers in the Faculty courses • Recognition of voluntary internships • Offering both makeup/resit exams and summer schools • Social responsibility projects • Qualified Academic Staff • A rise in the number of international students • An internationally valid diploma • International week • Erasmus programs • Easy access to resources • International exchange opportunities • Faculty Scholarship • Seminar and conference activities • Orientation Week • Alumni meetings • Offering an awareness course about gender equality and having relevant activities • The warm atmosphere of the Faculty's physical infrastructure and internal design 	<ul style="list-style-type: none"> • Insufficient budget for social activities like theatre, sport, etc. • Difficulty of Campus Access • Limited opportunities for Food & Beverage • No required internship (except the Department of Tourism Management) • A limited number of international lecturers • Limited campus life and spring festivals • A limited number of social activities • Unfair distribution of Erasmus quotas between the departments

External Environment	
Opportunities	Threats
<ul style="list-style-type: none"> • University and private sector cooperation • Having all of the departments in the same faculty may create a network for the future. • Instructors' support for students • The reputation of the Faculty • Job opportunities for students provided by the Faculty • Maintaining student-business communication with conferences and seminars • Strong Cooperation with Alumni (providing internship and job opportunities for students) • Being a state university offering business education in English • The high number of Erasmus and Mevlana agreements. • The city of Izmir attracts the young generation • Because of trade, the city of Izmir has a broad job network and easy connection to industry regions • New lines of business • International trade and Business Department is rare in Turkey 	<ul style="list-style-type: none"> • Pandemic • Economic instability in the country and the world • Foreign Affairs • The growing number of universities in the country • The high number of faculty of business graduates • Industrial engineering is a threat for business graduates • The multi-language expectation in the business, so English is seen as inadequate • Problems related to Campus • Lack of social facilities near the Faculty • Inadequate number of job and internship opportunities in Izmir • Earthquake Risk • IT (programme and application etc.) expectation of businesses • Since the number of research assistants is scarce, it is hard to maintain the sustainability of education in the future. • Economic problems – a decrease in the Faculty Budget • Inadequate Erasmus grant for Turkish students • Inadequate foreign language education in prep class

OBJECTIVE CARD 1.1

Goal 1	Improving Scientific and Innovative Research Capacity							
Objective 1.1	Improving Academic Skills, Qualified and Effective Research Capacity							
Responsible Unit	Vice Dean Responsible for Academic Affairs							
Cooperating Units	FoB: FoB Departments International Students and Scholars Office (ISSO) Sustainability Committee Entrepreneurship Committee Faculty Sufficiency and Qualification Committee University: Research Centers Academic Research Projects (BAP) Coordination Unit University Project Support Unit (PRODEB)							
Performance Indicators	2020	2021	2022	2023	2024	2025	Obs. Freq.	Rep. Freq.
P.I. 1.1.1 Number of Externally Supported National Projects Approved	3	1	1	2	2	3	6 Mo.	Yearly
P.I. 1.1.2 Number of BAP-Supported Projects Approved	0	1	1	1	1	1	6 Mo.	Yearly
P.I. 1.1.3 Number of Projects with International Partners/Support Approved	0	2	2	2	3	3	6 Mo.	Yearly
P. I. 1.1.4 Number of students Participating in Projects	4	4	5	5	6	6	6 Mo.	Yearly
P.I. 1.1.5 Number of Researchers Participating in Projects	5	10	10	10	10	10	6 Mo.	Yearly
P.I. 1.1.6 Number of Entrepreneurship and Sustainability Related Projects	0	1	2	2	3	3	6 Mo.	Yearly
Risks	Decreasing national/international resources/grants for research.							
Strategies	1.1.1. Conduct support services and provide education for project development within the faculty and in cooperation with (AKADEMÍ-DE) and project support unit (PRODEB) to facilitate preparations and							

	<p>submission of projects.</p> <p>1.1.2. Incentivize research experience abroad by academic personnel through international partnerships and networks (Businet, NIBS, and NICE Network).</p> <p>1.1.3. Incentivize full participation by all researchers, including students, in research projects.</p> <p>1.1.4 Hosting researchers with a high potential for cooperation (Eg: International Week combined with International Research Conference + Project Market)</p>
Estimated Costs	8,000 € (NICE Network Annual Conf 2,000 + Businet Membership & Conference 3,000 + NIBS Membership & Conference 3,000)
Findings	<p>Training held for improvement of research capacity by the University and Faculty is not systematic enough.</p> <p>Work on project preparation and related briefings are not conducted regularly.</p> <p>Insufficient participation by students in projects and patenting processes.</p> <p>An insufficient number of applications on externally funded projects.</p>
Needs	<p>Facilitating and monitoring active participation in training conducted to increase research capacity.</p> <p>Facilitating and monitoring active participation in project preparation training and related briefings.</p> <p>Development of student-academic personnel cooperation in internally and externally funded projects especially for work done with graduate students.</p>

OBJECTIVE CARD 1.2

Goal 1	Improving Scientific and Innovative Research Capacity							
Objective 1.2	Improving Quantity and Quality of National and International Scientific Publications							
Responsible Unit	Vice Dean Responsible for Academic Affairs							
Cooperating Units	FoB: Departments of FoB Sustainability Committee Entrepreneurship Committee University: Research Centers University Library and Documentation Department							
Performance Indicators	2020	2021	2022	2023	2024	2025	Obs. Freq.	Rep. Freq.
P.I. 1.2.1 Academic Publications per Academic Personnel in International Indices	0.97	1	1.05	1.1	1.15	1.2	6 Mo.	Yearly
P.I. 1.2.2 Academic Publications per Academic Personnel in National Indices	0.46	0,47	0,49	0,51	0,53	0,55	6 Mo.	Yearly
P.I. 1.2.3 Number of Journals in SCI, SCI-EXP, SSCI and AHCI Indices (Cumulative)	0	0	0	0	0	1	6 Mo.	Yearly
P.I. 1.2.4 Number of citations received in the previous year for last five years' publications (Google Scholar)	1197	1210	1220	1230	1240	1250	6 Mo.	Yearly
P.I. 1.2.5 Number of proceedings	38	39	40	41	42	43	6 Mo.	Yearly
P.I. 1.2.6 Number of book chapters/books	38	39	40	41	42	43	6 Mo.	Yearly
P.I. 1.2.7 Number of publications on	24	26	28	30	32	34	6 Mo.	Yearly

sustainability issues and entrepreneurship.								
Risks	Difficulties in monitoring publication performance due to data entry into various databases.							
Strategies	<p>1.5.1 Implementing incentive mechanisms to increase the quality and quantity of publications.</p> <p>1.5.2. Organizing workshops/seminars on publishing and research.</p> <p>1.5.3. Implementing incentive mechanisms to increase international cooperation and research in sustainability and entrepreneurship.</p> <p>1.5.4. Forming a Faculty Sufficiency and Qualifications Committee</p> <p>1.5.5. Improve procedures for documentation of faculty intellectual contributions and professional development.</p> <p>1.5.6. Coordinating the demands of academic staff from Central Library for subscription to journal and data databases (i.e. datastream, etc).</p>							
Estimated Costs	10,000€							
Findings	Insufficient amount of research and projects in entrepreneurship and sustainability. Insufficient amount of quality (indexed/cited) publications.							
Needs	<p>Creating opportunities for entrepreneurship and sustainability-related research and increasing international cooperation for publications.</p> <p>Incentivizing researchers who have a high potential to publish.</p> <p>Increasing the number of graduate students.</p> <p>Preparing a database of alumni entrepreneurs.</p>							

[illegible]

taking part in short international educational programs and projects	200 ¹	250	300	350	400	450		
Risks	<p>The decline in grants and insufficiency of grants for trips abroad. Income levels of outgoing students in exchange programs being too low for the destination country. Nonuniversity related risks in attracting international students.</p>							
Strategies	<p>2.1.1 Improving the efficiency of international exchange and cooperation programs. 2.1.2 Improving joint/dual diploma programs. 2.1.3 Improving relations with(in) the international networks (Businet, NIBS & NICE Network) and partners. 2.1.4 Promoting organization of educational and academic events (activities). 2.1.5 Encouraging and participating in international competitions with student teams. 2.1.6 Providing language courses to administrative staff. 2.1.7 Improving the website and social media content.</p>							
Estimated Costs	5,000 € (PR expenses + Covering costs for students for participating in international competitions)							
Findings	<p>Insufficient foreign language skills of administrative staff. Insufficient PR activities. Insufficient information on the Internet in foreign languages.</p>							
Needs	<p>Improving international academic personnel movements. Improving international promotional activities. Development of programs towards the improvement of foreign language skills for administrative staff. Improvement of website and other social media content in foreign languages.</p>							

¹ International Week: 165; Global Entrepreneurship Week: 23; S. Korea Winter School: 6; IBAC: 6

OBJECTIVE CARD 2.2								
Goal 2	Improving the Quality of Education and Training							
Objective 2.2	Continuous Improvement and Development of Education and Training Programs							
Responsible Unit	Vice Dean for Student Affairs							
Cooperating Units	FoB: Departments of FoB International Students and Scholars Office (ISSO) Alumni Office and Committee University: Career Development and Alumni Relations Office							
Performance Indicators	2020	2021	2022	2023	2024	2025	Obs. Freq.	Rep. Freq.
P.I. 2.2.1 Number of Programs Internationally Accredited (Cumulative)	0	0	0	0	4 Undergraduate programs + 13 Graduate programs	4 Undergraduate programs + 13 Graduate programs	6 Mo.	Yearly
P.I. 2.2.2 Number of Students Doing a Minor	22	25	27	28	28	29	6 Mo.	Yearly
P.I. 2.2.3 Number of Students Doing a Double Major	10	10	12	12	12	13	6 Mo.	Yearly
P.I. 2.2.4 Number of Courses Supported with the Learning Management System (Cumulative)	5	50	50	50	50	50	6 Mo.	Yearly
P.I. 2.2.5 Number of accreditations/affiliations from professional organizations (CFA, ACCA)	2	2	3	3	4	4	6 Mo.	Yearly

P.I. 2.2.6 Number of Courses Emphasizing Sustainability and Entrepreneurship ²	36	36	37	37	37	37	6 Mo.	Yearly
P.I. 2.2.7 Number of students who take courses on sustainability and entrepreneurship	1005	1015	1020	1025	1030	1035	6 Mo.	Yearly
Risks	High costs of international accreditation processes and budget constraints. Inadequacy of national accreditation institutions in some fields.							
Strategies	2.2.1 Increasing the number of accreditations/affiliations from professional organizations following contemporary needs and expectations. 2.2.2 Increasing information activities related to minor/ double major opportunities. 2.2.3 Promoting accreditation-related activities and organizing information events. 2.2.4 Increasing the number of students taking courses on entrepreneurship and sustainability in all education programs. 2.2.5 Implementation of certificate programs and summer schools related to entrepreneurship and sustainability. 2.2.6 Developing an alumni tracking system. 2.2.7 Developing a standardized system to monitor and evaluate outcomes of teaching models.							
Estimated Costs	AACSB Costs~\$10000 + NIBS Cost (accreditation)~\$2500							
Findings	The low number of students having a minor or double major. The insufficient tracking system of alumni.							
Needs	Close monitoring of national and international developments of the curriculum. Application to national and international accreditation institutions. Alumni tracking system.							

² Courses on Entrepreneurship: UG: MNO 4235; FIN 4237; IBS 4155; IBS 4159; TMT 4033; FBA 3001; GRAD: MBA5084; DIS 5032; TMI 5066.

Courses on Sustainability: UG: MRK 4218; FIN 4238; ECO 4123; ECO 4216; ECO 4420; ECO 4427; ECO 4428; ECO 4429; IBS 3196; IBS 4158; IBS 3493; TMT 3023; TMT 4012; TMT 4026; TMT 4027; FBA 3005; FBA 1307; GRAD: MBA 5082; ECN 5035; ECN 5055; ECN 5060; TUI 5064; TUI 5082; ECN 6043; TUI 6193; TUI 6181; TUI 6080

OBJECTIVE CARD 2.3								
Goal 2	Improving the Quality of Education and Training							
Objective 2.3	Supporting Education and Training Oriented Professional Development of Academic Staff							
Responsible Unit	Vice Dean Responsible for Education							
Cooperating Units	FoB: Departments of FoB Teaching Effectiveness Committee Quality Committee AOL Committee University: AKADEMİ-DE DEUZEM Quality Committee							
Performance Indicators	2020	2021	2022	2023	2024	2025	Obs. Freq.	Rep. Freq.
P.I 2.3.1 Number of activities organized for Training the Trainers	3	3	3	4	4	5	6 Mo.	Yearly
P. I 2.3.2 Number of Instructors Participating in the Training the Trainer activities	45	50	55	60	65	70	6 Mo.	Yearly
P. I 2.3.2 Results of the Teaching Evaluations (Average)	-	73	73	74	74	75	6 Mo.	Yearly
Risks	Technology adaption problems of the digital immigrant generation.							
Strategies	2.3.1. Organizing training the trainer activities on innovative teaching methods, assessment and evaluation, personal development, etc. 2.3.2. Organizing training the trainer activities to increase the effectiveness of the use of instructional technologies. 2.3.3. Continuous improvement of education and increasing the effectiveness of evaluation and improvement activities within the scope of quality improvement. 2.3.4. Promoting a lifelong learning approach by introducing new tools to the faculty. 2.3.5. Developing training programs on innovative teaching approaches.							
Cost Estimation	2,000 €							
Findings	Insufficient use of digital tools and educational technology in education. Course evaluations were suspended by the University. Low motivation in filling course evaluations by students .							
Needs	The expectations of the new generation (digital natives). Course evaluations.							

OBJECTIVE CARD 2.4								
Goal 2	Improving the Quality of Education and Training							
Objective 2.4	Developing Students' Learning Motivations							
Responsible Unit	Vice Dean Responsible for Education							
Cooperating Units	FoB: Departments of FoB International Students and Scholars Office (ISSO) NGO Relations Committee Faculty Alumni Committee Entrepreneurship Committee Sustainability Committee University: Career Development and Alumni Relations Office							
Performance Indicators	2020	2021	2022	2023	2024	2025	Obs. Freq.	Rep. Freq.
P.I 2.4.1 Number of Internships (National + International)	26	105	105	115	126	136	6 Mo.	Yearly
P.I 2.4.2 Number of Activities for Preparation for Work-Life	1	5	5	5	5	5	6 Mo.	Yearly
P.I 2.4.3 Number of students who take part in Entrepreneurship and sustainability-related projects/activities	30	35	40	45	50	55	6 Mo.	Yearly
Risks	Continuous and rapid change of current competencies expected from graduates in business life. Insufficient availability of voluntary internship opportunities.							
Strategies	2.5.1. Diversifying career-centered activities and improving their effectiveness. 2.5.2. Developing national and international internship opportunities to prepare students for work life. 2.5.3. Developing supporting mechanisms to increase career-related activities. 1.4.3 Promoting entrepreneurship/sustainability-related activities attended by students through increased cooperation with external institutions and alumni.							
Cost Estimation	2,000€							
Findings	Low number of voluntary internship opportunities.							
Needs	Encouraging students to join student clubs & associations to develop projects. Supporting online activities for preparation for work life.							

OBJECTIVE CARD 3.1								
Goal 3	Strengthening Institutional Capacity, Improving Interaction with Stakeholders and Quality of Social Service							
Objective 3.1	Developing and Improving Stakeholder Related Activities							
Responsible Unit	Dean’s Office							
Cooperating Units	FoB: Departments of FoB NGO Relations Coordinator Alumni Committee University: DEUZEM DESEM							
Performance Indicators	2020	2021	2022	2023	2024	2025	Obs. Freq.	Rep. Freq.
P.I 3.1.1 Number of activities for alumni organized by the faculty	1	3	3	3	3	3	6 Mo.	Yearly
P.I 3.1.2 Number of alumni attending activities organized by the faculty	54	250	260	270	280	300	6 Mo.	Yearly
P.I. 3.1.3 Number of Activities NGOs	1	5	6	7	8	9	6 Mo.	Yearly
P.I 3.1.4 Number of Social Responsibility Activities Conducted in Cooperation with Public or Private Sector Organizations	0	1	1	1	1	1	6 Mo.	Yearly
P.I 3.1.5 Number of Community Activities (Panels, Seminars, Conferences, Invited Speakers, attendance to TV programs, Podcasts, Webinar, YouTube, etc.)	0	3	3	3	3	3	6 Mo.	Yearly
Risks	Limited access to alumni. Regulatory constraints related to joint activities with other institutions.							
Strategies	3.1.1. Improving the activities of the NGO Coordinationship. 3.1.2. Developing an alumni-tracking system. 3.1.3. Diversifying alumni-related activities. 3.1.4. Increasing cooperation with diverse groups of NGOs. 3.1.5 Improving the effectiveness of the Volunteerism Studies course.							
Cost Estimation	1,000€							

Findings	Limited reach to alumni.
Needs	<p>Diversifying social responsibility projects aimed at contributing to the society carried out jointly with stakeholders and improving their activities.</p> <p>Encouraging the participation of relevant external stakeholders and community segments in FoB activities.</p> <p>Encouraging the active participation of students, academic and administrative staff in stakeholder-related activities.</p>

OBJECTIVE CARD 3.2								
Goal 3	Strengthening Institutional Capacity, Improving Interaction with Stakeholders and Quality of Social Service							
Objective 3.2	Development of the Quality Assurance System in All Processes of the Institution							
Responsible Unit	Vice Dean Responsible from Assurance of Learning and Quality							
Cooperating Units	FoB: Departments of FoB Quality Assurance Committee Assurance of Learning Committee University: Quality Committee							
Performance Indicators	2020	2021	2022	2023	2024	2025	Obs. Freq.	Rep. Freq.
P.I. 3.2.1 Number of PUKO Cycle Completions (Cumulative)	3	5	5	5	5	6	6 Mo.	Yearly
P.I 3.2.2 The Ratio of the Number of Administrative Staff to the Number of Students	0,006	4,06	4,07	4,08	4,09	4,10	Every 6 months	Once per year
P.I 3.2.3 The Ratio of the Number of Administrative Staff to the Number of Academic Staff	0,17	0,87	0,88	0,89	0,90	0,90	Every 6 months	Once per year
P.I 3.2.4 The Ratio of the Number of Administrative Personnel Receiving At least One In-Service Training Each Year in the Total	7/15=0,5	15,0	17,0	18,0	19,00	20,00	Every 6 months	Once per year
P.I 3.2.5 Number of Orange Flags	0	0	1	1	1	1	Every 6 months	Once per year
Risks	Lack of control on staffing decisions. Inability to employ personnel with the same quality and quantity in place of the person who left.							
Strategies	3.2.1. Developing the faculty's internal and external quality assurance system. 3.2.2 Developing a culture of quality through the PUKO system.							