

DOKUZ EYLUL UNIVERSITY
FACULTY OF BUSINESS



2026-2030
STRATEGIC PLAN

IZMIR-2026

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1. STRATEGIC PLANNING PROCESS

1.1. Planning Process

The 2026-2030 Strategic Plan of the Faculty of Business has been developed in alignment with the Dokuz Eylül University 2026-2030 Strategic Plan. It ensures consistency with relevant higher-level policy documents and has been refined through stakeholder contributions and participation. In the preparation process, particular attention has been given to the standards of the AACSB international accreditation, and the planning process was carried out accordingly.

1.2. Institutional Ownership of the Strategic Plan

The Strategic Plan of the Faculty of Business is prepared by a Strategic Planning Commission comprising representatives from all departments of the Faculty. The current Faculty administration (Dean, Vice Deans, Department Chairs, and Faculty Secretary) are ex officio members of the Commission. During the preparation of the 2026-2030 Strategic Plan, the Commission consists of the following members:

PROF. ELİF YAPRAK GÜLCAN (Dean)
PROF. ÖMÜR ÖZMEN (Honorary Member)
PROF. EMİNE SEDEF AKGÜNGÖR (Vice Dean)
PROF. NAZİF MANDACI (Vice Dean)
PROF. PINAR EVRİM MANDACI (Department Chair of Business Administration)
PROF. BURÇAK MÜGE VURAL (Department Chair of Economics)
PROF. MÜGE AKNUR (Department Chair of Political Science and International Relations)
PROF. ÖZGÜR DEVRİM YILMAZ (Department Chair of Tourism Management)
PROF. BERNA KIRKULAK ULUDAĞ (Department Chair of International Trade and Business)
PROF. GÖKHAN KARAGONLAR
PROF. EBRU GÜNLÜ KÜÇÜKALTAN
PROF. İREM AŞKAR KARAKIR
PROF. İSTEMİ BERK
ASSOC. PROF. SELCEN KILIÇASLAN GÖKOĞLU
ASST. PROF. AYÇA KÜBRA HIZARCI
RA (PH.D.) GAMZE ÖZTÜRK
AYSUN TEKİN (ACTING FACULTY SECRETARY)

2. STRATEGIC DIRECTION

2.1. Mission

“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.”

2.2. Vision

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

2.3. Core Values

The core values of the Faculty of Business are:

- ① Tolerance
- ① Unity
- ① Self-confidence
- ① Entrepreneurship
- ① Creativity

2.4. Review of the Previous Strategic Plan

A general evaluation of the 2021–2025 Strategic Plan was conducted as the first step in the strategic planning process. In the 2021-2025 plan, the Faculty’s mission was updated, and a strategic plan aligned with the overall strategic vision of Dokuz Eylül University was developed accordingly. In this context, the key strategic priorities identified are presented below:

- ① **Strengthening Internationalization and Global Partnerships:** Enhancing international partnerships and expanding student mobility and exchange programs.
- ① **Alignment with Industry Needs:** Regularly updating and further developing academic programs in response to evolving labor market conditions and sectoral requirements.
- ① **Commitment to Sustainability and Responsible Management:** Integrating sustainability principles and responsible business practices into both education and research activities.
- ① **Strengthening Research Capacity and Knowledge Production:** Supporting faculty members in the production of high-impact scholarly publications and in accessing international research funding opportunities.

In January 2026, upon the completion of the 2021-2025 Strategic Plan, a summary target–achievement table was prepared, drawing on data compiled from annual activity reports, and the evaluation of the previous five-year planning period was finalized. Within this scope, the Strategic Planning Commission and the Dean’s Office delivered a presentation to the Faculty Academic Board, and the current status was comprehensively reviewed.

2.5. Preparations for the New Strategic Plan

The Faculty of Business initiated the preparation process for the 2026-2030 Strategic Plan in 2024, in recognition of the need to adapt to the dynamic nature of higher education and the business world. The preparatory work included the following activities:

2.5.1. Strategic Planning Retreat (Search Conference)

A workshop was held on 5 April 2024 to address issues that will shape the future of the Faculty. Academic and administrative staff of the Faculty participated in the workshop. Within the scope of the workshop, the following issues were evaluated:

- ① Environmental factors that may affect the future of the Faculty and strategies that can be followed to adapt to these factors,
- ① The Faculty's core competencies and how they can be leveraged to overcome challenges arising from the external environment,
- ① Technological developments (including artificial intelligence) and the impact of these developments on business education.

The following priority areas for development were identified as a result of the workshop:

- ① Strengthening international collaborations and increasing the Faculty's membership and active engagement in global research and education networks,
- ① Aligning academic programs with digital transformation and artificial intelligence applications,
- ① Increasing participation in international projects and encouraging faculty members to take a more active role in global research initiatives.

Following the workshop, an online survey was administered among faculty members. Through this survey, participants were asked to prioritize the proposed strategies and assess their feasibility. The results obtained were used as an important input in shaping the 2026-2030 Strategic Plan.

2.5.2. Meetings with Alumni and Representatives of the Business Community

An Advisory Board was established in December 2022 to strengthen continuous engagement with alumni and representatives from the business community. The Advisory Board was formally approved in January 2023 and commenced its activities thereafter. The first Advisory Board meeting was held online in 2024, while two in-person meetings were held in January 2025 and January 2026. Advisory Board meetings are conducted periodically in January each year.

The Dokuz Eylül University Faculty of Business Advisory Board is one of the key mechanisms that strengthens the Faculty's participatory governance approach and supports institutional-level engagement of external stakeholders. Positioned within the Faculty's administrative and academic governance structure, the Advisory Board contributes to strategic decision-making processes by systematically conveying the views of industry representatives, alumni, and relevant stakeholders to the Faculty management. In line with the decisions taken at Advisory Board meetings and stakeholder feedback, various improvement initiatives are carried out in the Faculty's education, research, and institutional development processes. For this purpose, the Board meets at least once a year.

The members of the Advisory Board as of June 2026 are presented in Table 1 below.

Table 1. Advisory Board Members (June 2026)

Name SURNAME	INSTITUTION
Sibel ZORLU	ESIAD
Bülent DAMAR	BDDK (Alumni)
Levent KOCAGÜL	SOCAR (Alumni)
Alp Avni YELKENBİÇER	EGİAD
Özgür ÖNEY	DELOITTE (Alumni)
Mustafa TANYERİ	İZTO
Selin YEŞİLDAL	SPK (Alumni)
Mustafa Nazif DELEN	HERAEUS

As part of the preparations for the 2026-2030 Strategic Plan, the Advisory Board, which has contributed to clarifying the Faculty's strategic direction and to the development of a more concrete implementation-oriented roadmap, emphasized the strategic importance of strengthening university-industry collaboration in the field of entrepreneurship, enhancing innovation capacity, and ensuring greater alignment between academic outcomes and labor market expectations. The Board also highlighted the development of green and digital transformation competencies, as well as social skills, underlining that these competencies are essential for educating well-rounded and resilient graduates in response to the increasing individualization brought about by artificial intelligence. Moreover, the Board pointed to the need for the systematic integration of digitalization and artificial intelligence into the curriculum (including data processing, data literacy, and AI-supported decision-making processes) and the promotion of a sustainable learning-life balance, noting that these elements are regarded as integral components of long-term human capital development.

2.5.3. Student Consultation Meeting

On 16 December 2025, a focus group study was conducted with a sample of 17 students from all departments and year levels of the Faculty of Business. One male and one female student from each department and from each year level (first, second, third, and fourth years) were invited to participate. Pre-prepared questions were posed individually to the students during the session, and their responses were recorded. During the discussions, reminders were also provided to students who had not contributed verbally, in order to ensure that views from each department were fully captured.

The student focus group discussions covered opinions and suggestions regarding education and training processes, academic advising, career services, physical and digital infrastructure, communication processes, and campus life. Students identified the strengthening of practice-oriented curricula, improvement of elective course planning, enhancement of advising and communication mechanisms, development of physical and technological infrastructure, and the reinforcement of alumni-industry linkages as priority areas for improvement. Students also highlighted data analytics-oriented courses, engagement with industry, and effective advising practices in certain departments as key strengths of the Faculty.

2.5.4. Consultation Meeting with Academic and Administrative Staff for the SWOT Analysis

On 10 February 2026, meetings were held with the Faculty's academic and administrative staff as part of the preparation process for the 2026-2030 Strategic Plan. Staff members from each department, academic level, and administrative unit were brought together in a representative manner. In line with this representation, working groups of 7-8 members were formed; each group was asked to prepare a SWOT matrix and to present their respective SWOT matrices at the end of the allocated time.

As a result of these meetings, assessments were made regarding the Faculty's education, research, internationalization, human resources, physical and technological infrastructure, and administrative processes. Participants evaluated English-medium instruction, internationalization, accreditation experience, a strong academic staff, and established links with industry as key strengths of the Faculty, while they highlighted the development of physical and technological infrastructure, strengthening of human resources, reduction of administrative workload, and acceleration of digital transformation as priority areas for improvement.

2.5.5. Strategic Priorities Survey

Following the meeting held on 10 February 2026, an online survey was administered individually to academic staff to identify the issues that the Faculty of Business should prioritize over the next five years. The survey results indicate that the Faculty should advance in the coming period along the axes of digital transformation, sustainable development, internationalization, and academic excellence. The findings highlight the integration of artificial intelligence and data analytics into education and training processes, strengthening research capacity, investing in human resources, improving physical and digital infrastructure, and enhancing university-industry collaboration as strategic priorities. In addition, respondents identified the Faculty's long-established institutional structure, international experience, and quality culture as its key strengths.

3. SITUATIONAL ANALYSIS

3.1. Institutional Background

The Faculty of Business was established in accordance with the Decision of the Council of Higher Education (YÖK) dated 09.03.1993 and numbered 93.6.249, encompassing the English-medium Departments of Business Administration, Economics, and International Relations, which were originally part of the Faculty of Economics and Administrative Sciences at Dokuz Eylül University. In addition, the Department of Applied Foreign Languages and Tourism Management, previously affiliated with the Faculty of Arts and Sciences of the University, was transferred to the Faculty as the Department of Tourism Management following the meeting of the Council of Higher Education Executive Board dated 25.01.1994. The Department of International Trade and Business was incorporated into the Faculty pursuant to Article 7/d-2 of Law No. 2547, as amended by Law No. 2880, at the meeting of the Council of Higher Education Executive Board dated 03.09.2008. The department originally established in 1992 under the name International Relations was renamed Political Science and International Relations on 24 April 2024, upon the proposal of the University and the approval of the Council of Higher Education.

By the decision of the University Senate dated 23.12.2014 and numbered 434/9, and the decision of the Council of Higher Education General Assembly dated 05.03.2015, the Business (UOLP-SUNY ALBANY), Economics (UOLP-SUNY ALBANY), and International Relations (UOLP-SUNY ALBANY) programs were established within the scope of the "International Joint Undergraduate Program Protocol" signed between the Faculty of Business and the State University of New York, Albany Campus (USA).

3.2. Review of the 2021-2025 Strategic Plan

The achievement of the targets set out in the Faculty's current Strategic Plan is closely monitored primarily by the Dean's Office and subsequently by the Rectorate through semi-annual and annual reviews, performance programs, and annual activity reports. These mechanisms are used to monitor and evaluate performance on a regular basis. The activity reports assess both the extent to which targets have been achieved and the reasons why certain targets have not been attained. For indicators that fall below the expected levels, improvement actions are initiated and monitored within the framework of the Plan-Do-Check-Act (PDCA) cycle. In addition, within the framework of the AACSB accreditation process, mission-driven strategic objectives aligned with AACSB standards have been developed alongside the strategic objectives defined by the University. These objectives, which reflect key performance criteria for business schools, have been incorporated into the Strategic Plan as supplementary objectives. Progress toward these supplementary objectives has been monitored based on information compiled by the AACSB Standards Teams.

All data have been evaluated through a summary target-achievement table, and for certain targets that could not be achieved, PDCA-based improvement actions were initiated in 2026 in coordination with the Quality Commission.

3.3. Legislative and Regulatory Framework Analysis

The Higher Education Law No. 2547, the Public Procurement Law No. 4734, the Public Procurement Contracts Law No. 4735, the Public Financial Management and Control Law No. 5018, the Court of Accounts Law No. 6085, the State Tender Law No. 2886, and the Civil Servants Law No. 657 constitute the principal legislative framework governing both the University and the Faculty. The regulatory constraints and frequent amendments to this legislation, together with the resulting administrative obligations and bureaucratic procedures, have a significant influence on the Faculty of Business, particularly with respect to the allocation and utilization of its resources.

3.4. Analysis of Higher-Level Policy Documents

For the Faculty of Business, the Dokuz Eylül University Strategic Plan has been adopted as the primary higher-level policy document guiding the strategic planning process. The University's Strategic Plan sets out the following five overarching strategic objectives:

- ① Strengthening the research mission,
- ① Fostering entrepreneurship and innovation,
- ① Enhancing the quality of education and training,
- ① Integration with services and stakeholders,
- ① Enhancing institutional capacity.

The strategic planning process undertaken by the Faculty of Business identified a similar set of strategic priorities. Accordingly, the Faculty's 2026–2030 Strategic Plan has been developed in alignment with the strategic objectives and priorities set forth in the University's Strategic Plan.

3.5. Areas of Activity, Products, and Services

Table 2. Areas of Activity, Products, and Services

AREAS OF ACTIVITY	PRODUCTS AND SERVICES
<p style="text-align: center;">Education and Training</p>	<ol style="list-style-type: none"> 1. Accredited education 2. Extracurricular courses offered by the Faculty 3. Exchange programs 4. Distance education 5. Certified career development and training programs
<p style="text-align: center;">Research and Scholarship</p>	<ol style="list-style-type: none"> 1. Scientific publications 2. Graduate theses 3. Scientific meetings 4. Research Projects 5. University-industry collaboration 6. Entrepreneurship services 7. Expertise and consultancy services
<p style="text-align: center;">Activities for Institutional Capacity Development and Societal Contribution</p>	<ol style="list-style-type: none"> 1. Student and alumni services 2. Administrative services 3. Technical services 4. Financial services 5. Scientific, cultural, artistic, and sports services 6. Lifelong learning and educational services 7. Social responsibility projects 8. Mentoring and advisory services



3.6. Stakeholder Analysis

Table 3. Stakeholder Information

Stakeholders	Internal/External	Staff	Service Beneficiaries	Key Partner	Strategic Partner
Students	Internal		*	*	
Academic Staff	Internal	*	*	*	
Administrative Staff	Internal	*		*	
DETTO / DEPART	Internal	*		*	
YÖK ¹	External			*	
ÖSYM ²	External			*	
TR ³ Ministry of Treasury and Finance	External			*	
TR Ministry of Health	External			*	
TR Ministry of Labour and Social Security	External			*	
TR Ministry of Industry and Technology	External			*	
TR Ministry of National Education	External			*	
TR Turkish Court of Accounts	External			*	
Judicial Authorities	External			*	*
TR Presidency of Strategy and Budget	External			*	
Department of Personnel ⁴	External			*	
TÜBİTAK ⁵ -TÜBA ⁶	External				*
Professional Chambers	External		*		*
Provincial Governor's Office	External		*		*
Local Governments	External		*		*
Non-Governmental Organizations (NGOs)	External		*		*
Domestic Universities	External		*		*
Partner Universities Abroad	External		*		*
Other Public Institutions	External		*		*
European Union Bodies	External				*
National and International Research Centers	External				*
Employers	External		*		*
Press and Media Organizations	External				*
Alumni	External				*
Parents of Students	External		*		
Suppliers	External			*	
Izmir Development Agency	External		*		*
Other Domestic and International Agencies	External		*		*
International Institutions and Organizations	External		*		*

¹ The Council of Higher Education

² Student Selection and Placement Centre of Türkiye

³ Republic of Türkiye

⁴ Unit of TR Ministry of Labour and Social Security

⁵ The Scientific and Technological Research Council of Türkiye

⁶ Turkish Academy of Sciences

3.7. Internal Institutional Analysis

The Faculty of Business at Dokuz Eylül University provides 100% English-language education to a total of 2,202 students. The Faculty comprises five departments: Business Administration, Economics, Tourism Management, Political Science and International Relations, and International Trade and Business. In addition, joint dual degree programs are offered in Business Administration, Economics, and Political Science and International Relations in collaboration with the University at Albany, State University of New York (SUNY Albany).

As of June 2026, the Faculty has a total of 84 academic staff members, including 44 Professors, 18 Associate Professors, 12 Assistant Professors, 1 Lecturer, and 9 Research Assistants. The Faculty's priorities in education include personalized education, the use of contemporary education methods, and internationalization.

All courses at the Faculty are conducted in classrooms with an average size of approximately 40 students. The limited class size and the implementation of an "open-door" policy play a significant role in fostering strong communication between students and academic staff. These two policies are of critical importance in achieving the Faculty's objective of personalized education. In this context, students maintain continuous communication with academic staff and Faculty management, both in terms of academic exchange and career planning. As a result, the majority of students have the opportunity to undertake internships and to participate in national and international projects led by academic staff, and they are able to enter the workforce shortly after graduation. In addition, through specialization options offered within the subfields of each department, students are able to develop expertise in their chosen areas and plan their careers accordingly. Each year, a wide range of activities—including career days, topical meetings, conferences, seminars, and workshops—are organized under student-run club with the support of the Faculty administration. These activities make a significant contribution to both the personal and social development of students.

The Faculty's internationalization objective is aligned with the ongoing globalization process across all fields of social sciences. In this context, the Faculty has 65 active bilateral agreements under the Erasmus Programme, as well as a total of 14 academic cooperation agreements, including partnerships with institutions in the United States, Russia, Kazakhstan, and South Korea. Through these agreements and collaborations, a significant number of students, as well as administrative and academic staff, benefit from mobility opportunities. In addition, Faculty members undertake short-term visits to partner institutions abroad to deliver courses and seminars. Ensuring that every student gains an international experience prior to graduation is among the Faculty's key objectives. Each year in May, within the scope of the "International Week," more than ten visiting academics from partner universities deliver lectures at the Faculty and present their home institutions. Students also study alongside international students who come to the Faculty through Erasmus partnerships. The Faculty's internationalization process has gained significant momentum through its membership in networks such as NICE Network (2006), BUSINET (2016), and NIBS (2022) networks, as well as through the Internationalization Accreditation awarded by NIBS. In this context, both education-oriented (such as BIP and COIL) and research-oriented KA220 Erasmus Projects (e.g., Digimates, INSPIRE) have been implemented. Briefly, the Faculty of Business is an academic unit where students are not lost in large cohorts, where education is delivered through contemporary methods and techniques, and where graduates are prepared for global world and business life. The Faculty aims to graduate highly motivated individuals with strong social and cultural values, equipped with up-to-date scientific knowledge and skills in their fields, and possessing strong global competitiveness.

The Faculty of Business building consists of four integrated blocks within a single structure. The Faculty of Maritime Studies is located to the northeast of the building, while the Faculties of Science and Letters are situated to the south. The building comprises five levels, including the basement and ground floors. The basement floor includes a student cafeteria, a stock exchange laboratory, a reading

room, a technician's office, a boiler room, and two classrooms. The ground floor accommodates a large portion of the classrooms, computer laboratories, as well as administrative offices belonging to the Student Affairs, Information Technology, and International Office units, along with an administrative staff lounge. The first floor houses classrooms, the offices of academic staff from the Department of Business Administration, a lounge, and a systems room. The second floor contains the offices of academic staff from the Departments of Economics, Political Science and International Relations, International Trade and Business, and Tourism Management, as well as seminar rooms. The top floor accommodates the offices of the Faculty Secretary, the Dean's Office and Private Secretariat, Personnel Affairs, Correspondence and Board Affairs, and Administrative and Fiscal Affairs units, as well as a meeting room, the editorial office of the Faculty Journal, and the DEĞİEM office.

Prior to 2000, the Faculty of Business conducted its academic activities at the Dokuz Çeşmeler Campus of Dokuz Eylül University. Since 2000, the Faculty has been operating in its current building located on the DEÜ Central Campus. The Faculty of Business carries out its education and training activities within an enclosed area of approximately 10,000 square meters on the Central Campus. A central bus stop is located at the main entrance of the campus, and intra-campus transportation is provided through shuttle services organized by the University Administration.

The Faculty has a total of 32 classrooms of varying sizes, 2 computer laboratories, 1 meeting room, 1 seminar room, 1 conference hall, 1 reading room, and 1 cafeteria. Within the Faculty, the reading room provides students with access to reference publications and a wide range of academic journals, while students may also benefit from the Central Library located on the campus. The DEÜ Central Campus offers students a variety of social and cultural engagement opportunities through its social facilities, activity center, and sports facilities. It also provides opportunities for participation in various sports activities through its volleyball, basketball, table tennis, football, and futsal teams.

The Faculty supports its priority of employing contemporary teaching methods through up-to-date curricula, technological infrastructure (including 230 computers, 105 printers, 40 projectors, 10 remotely managed screens, etc.), and the availability of various software applications. All classrooms are equipped with a projector and a computer, and in addition, two computer laboratories and an information technology center serve students. In one of the computer laboratories, students are able to conduct real-time financial analyses using the FINNET software. Furthermore, EDUROAM-based wireless internet access is available in classrooms and all common areas within the Faculty.

3.8. SWOT Analysis

Within the scope of stakeholder engagement activities carried out during the strategic planning preparation process, feedback collected from students, academic and administrative staff, as well as other stakeholders through surveys, focus group meetings, and workshops was evaluated. Based on these assessments, the internal strengths and weaknesses of the Faculty of Business, along with external opportunities and threats, were comprehensively examined, resulting in the SWOT analysis presented in Table 4 below.

Table 4. SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> ① Membership in international networks (BUSINET, NICE Network) and ongoing/achieved accreditations (AACSB, ACCA, AQAS, NIBS) ① English-medium instruction ① Internationalization and internationally experienced academic staff ① Accreditation and quality assurance culture ① Strong research and publication performance ① Strong alumni relations ① Recognition in the business community and industry collaborations ① Active student clubs ① Well-established institutional culture and sense of institutional belonging ① Experienced administrative staff ① Data analytics competence in education ① Career-oriented educational practices 	<ul style="list-style-type: none"> ① Inadequate physical and technological infrastructure ① Insufficient administrative and support staff ① Excessive administrative workload ① Insufficient academic incentives ① Limited foreign language proficiency among administrative staff ① Lack of practice-oriented curriculum in education and training processes ① Successful academic advising practices not being disseminated across the Faculty ① Lack of a structured student–alumni mentoring and career network
Opportunities	Threats
<ul style="list-style-type: none"> ① Artificial intelligence and digital transformation ① Development of industry–university collaborations ① Regional and geographical advantages ① Limited number of faculties offering English-medium instruction in the region ① Expansion of artificial intelligence and data analytics in education ① Increased opportunities for international and interdisciplinary collaboration ① Development of student-oriented digital communication and mentoring systems 	<ul style="list-style-type: none"> ① Macroeconomic uncertainties ① Increasing inter-university competition ① Declining demand for undergraduate and graduate education ① Brain drain ① Structural changes in the education system ① Transportation problems ① Socio-cultural changes in the student profile ① Persistence of physical and digital infrastructure challenges ① Risk of declining student satisfaction ① Difficulties in utilizing budgets for internationalization ① Reduction in Erasmus grants leading to a decrease in student mobility ① Bureaucratic barriers faced by students in preparing for international exchange programs ① Insufficient number of research assistants ① Reversal of the academic pyramid structure

4. DIFFERENTIATION STRATEGY

4.1. Strategic Positioning and Area of Excellence

Dokuz Eylül University applied to the Council of Higher Education (YÖK) in 2020 within the scope of the Mission Differentiation and Specialization Project for Research-Oriented Universities. The Faculty of Business has been one of the faculties making the most significant contributions to this research-oriented positioning. As part of the University's goal of becoming a leading institution in global knowledge production networks, designated as a pilot university under the YÖK Internationalization Strategy, the Faculty directly contributes through its academic publications, international collaborations, and partnerships. This reflects the integration of internationalization into the Faculty's institutional culture.

The area of excellence represents the intersection of three clusters: areas in which the Faculty demonstrates strong capabilities, areas with high stakeholder demand, and areas where competitive intensity is relatively limited. For the Faculty, this intersection constitutes a focused yet defensible strategic position where three dimensions converge: internationally qualified English-medium business education, a sustainability and societal impact-oriented identity, and high-quality practice-oriented research.

The Faculty of Business has chosen to position itself as a provider of a personalized and globally recognized business education, situated at the intersection of international quality, sustainability and societal impact leadership, and high-quality practice-oriented research. Small class sizes and an open-door policy create a distinctive learning experience by strengthening student-faculty interaction, which is difficult to replicate in large-scale institutions. The Faculty places strong emphasis on the international accreditation of its courses and programs. In this regard, the Faculty has applied for AACSB international accreditation and has successfully completed the eligibility application and peer review stages. Through the integration of AACSB Assurance of Learning (AoL), Bologna, and THEQC⁷ processes, supported by more than 95% academic participation, the Faculty has institutionalized its continuous improvement capability.

In addition to its pioneering position in the AACSB accreditation process, the Faculty is also recognized by ACCA and CFA as an accredited institution. The Association of Chartered Certified Accountants (ACCA) is a globally recognized professional body that establishes international competency standards for accounting professionals and holds the authority to provide professional certification in this field. The ACCA qualification, which opens access to international career opportunities, provides accounting professionals with significant advantages throughout their careers. Graduates holding the Accounting Expertise Diploma Supplement benefit from examination exemptions when pursuing the ACCA qualification, enabling them to advance their careers in both national and international contexts through the recognition provided by the ACCA accreditation.

Another international accreditation is provided by the CFA Institute (Chartered Financial Analyst Institute), one of the world's most prestigious organizations in the field of finance. The CFA Institute is a globally operating, not-for-profit association of investment professionals. It provides a globally recognized professional qualification that enables access to international career opportunities in the finance sector. Through the CFA accreditation, graduates holding the Finance Expertise Diploma Supplement benefit from scholarship opportunities for the international CFA certification examinations, as well as access to a wide range of learning resources, including online courses, electronic books, ethics case studies, and sample examinations. In addition, graduates gain complimentary access to the Financial Analysts Journal, one of the internationally high-impact academic journals in the field, and to numerous current research reports in investment. The CFA-accredited program provides graduates with

⁷ Turkish Higher Education Quality Council

the privilege of completing a program aligned with CFA standards while acquiring the knowledge and skills required to meet the needs of the finance industry.

Within the scope of the Faculty’s internationalization strategy, the Network of International Business Schools (NIBS) accreditation also provides a distinctive advantage. NIBS is an international association that brings together more than 70 business schools affiliated with leading universities worldwide.

As a pilot university selected under the Council of Higher Education’s Internationalization Strategy and Objectives document, Dokuz Eylül University aims to become one of the leading institutions in global knowledge production networks through this strategic framework. The Faculty of Business is among the faculties making the most significant contributions to this institutional objective through its academic publications, international student and academic collaborations, activities conducted through its memberships in international networks, and established partnerships. The Faculty’s global connectedness is demonstrated through its dual degree program with the University at Albany, SUNY (the only such program within the University), 65 Erasmus agreements, the continuously organized *International Week* initiative for 20 years (since 2007), and its international student community consisting of 298 students from 44 countries (as of 30 June 2026, including only students enrolled in degree programs).

Unlike many other business schools, the Faculty of Business also encompasses the Department of Political Science and International Relations within its organizational structure. The presence of this department provides an additional value proposition for the Faculty. In an era characterized by the undeniable significance of globalization, where states, international organizations, and multinational corporations are increasingly interconnected, understanding how states and markets interact and shape one another has become essential. In this context, elective courses offered by the Department of Political Science and International Relations, such as Globalization and International Relations, International Political Economy, and The Politics of Development and Inequality, are also available to students from departments other than Political Science and International Relations. This interdisciplinary structure enables the Faculty to foster global thinking and analytical capabilities among all of its students.

In alignment with its mission and internationalization objectives, the Faculty of Business has adopted the United Nations Sustainable Development Goals (SDGs), which represent a global call to action to be achieved by 2030, as a guiding framework in identifying areas where it can provide academic and societal contributions. Courses, projects, and NGO collaborations focusing on Gender Equality (SDG 5) and Reduced Inequalities (SDG 10) constitute a distinctive area of differentiation for the Faculty. This includes pioneering initiatives such as the introduction of the “Gender Equality” course as a compulsory course in Türkiye. In particular, the Faculty has completed and continues to implement various projects within the scope of SDG 5 and SDG 10 during the previous strategic plan period. Summaries of these projects are presented in Tables 5 and 6 below.

Table 5. Projects under SDG 5

Project / Activity Title	Time Period	Direct Societal Impact
The Volcanoes’ Women Co-Creation (VoWoCo) – Empowering Women Transitioning into the Workforce and Revitalizing Female Entrepreneurship	01.10.2025 31.01.2028	A total of 36 women entrepreneurs from Hungary, Italy, Portugal, and Türkiye, together with 22 expert stakeholders, participated in the Triangular Mentoring Program, through which 120 mentors and mentees were identified. Findings obtained particularly on bureaucratic barriers and psychological resilience were integrated into comparative reports at the European level, extending the project’s impact beyond the immediate participant network.

Gender Diversity on Corporate Boards: A Road to Sustainability	February 2022 April 2025	The EQUBUSINESS project has strengthened gender-inclusive governance by engaging more than 200 participants in dissemination events and over 50 women board members in focus group studies. The e-book developed within the scope of the project, together with its dissemination activities, has increased awareness of gender diversity in corporate governance among academics, civil society organizations, and business leaders.
A Personal Story of an LGBT+ Student	—	The institution's inclusive culture is supported by a documented in-class case study focusing on an LGBTQ+ student. This practice reflects a safe and inclusive learning environment and contributes to SDG 5 (Gender Equality) and SDG 10 (Reduced Inequalities) through respectful and equity-oriented pedagogical approaches.

Table 6. Projects under SDG 10

Project / Activity Title	Time Period	Direct Societal Impact
The EU Policymaking on Migration (EUPOLY-MIG)	September 2024 September 2027	Within the scope of the EUPOLY-MIG Jean Monnet Module, 38 students participated in expert seminars on migration and international protection, while 10 students took part in European Union simulation activities. These activities aimed to enhance students' knowledge and awareness of EU migration policies.
Innovative Support for Promoting Refugee Entrepreneurship in Tourism (INSPIRE)	November 2023 November 2025	The INSPIRE project has made significant contributions to the social and economic inclusion of refugees. Through 28 workshops, more than 200 participants received training, and learning outcomes were documented through a digital badge system. The online training program was completed by 197 participants, while the Good Practices Guide reached more than 500 downloads, generating impact among policymakers and practitioners. Participant satisfaction was measured at 70%, while the overall project success rate was evaluated at 93%.
Financial Literacy for Accessible and Inclusive Vocational Education	2022-2025	Within the scope of the project, financial literacy training materials specifically designed for individuals with hearing impairments were developed and made publicly accessible through the project website. In this way, the project contributed to the dissemination of inclusive learning opportunities.
Digital Inequality and Exclusion Among University Students	2021-2024	The study examined 234 students and revealed structural inequalities in digital skills despite similar levels of academic achievement. Within the scope of the project, 45 refugee students were matched with digital mentors, digital competencies were integrated into curricula, and the Online Inequality Index was developed. The project outcomes contributed to the University's recognition at the international level by supporting its achievement of the 2025 QS Reimagine Education Silver Award.

Psychosocial Support for Children in the Aftermath of Disasters	2023-2024	Within the scope of the project, 13 volunteer students received training on the psychological impacts of earthquakes, and 6 of them remained actively involved until the completion of the project. According to the satisfaction survey results, all active volunteers reported increased awareness and willingness to participate in civil society activities in the future. Among the 12 children in the target group, 9 completed the evaluation survey, and positive developments in emotional responses and attitudes were observed in 6 of these children as a result of the project activities.
Leave No One Behind	2022	Within the scope of the project, 51 participants attended the seminars and 257 participants took part in cultural activities. As a result of these activities, measurable positive changes in attitudes toward refugees were observed, and the project received international recognition by being shortlisted for the 2023 Reimagine Education Awards.

Entrepreneurship, which has been one of the Faculty's five core values since its establishment, provides a distinctive educational foundation that is integrated across all departments through course contents, student clubs, minor opportunities, and collaborations with NGOs. Through the knowledge, skills, and competencies acquired through the courses and student clubs at the Faculty, all students graduate with enhanced motivation and self-confidence to pursue entrepreneurial endeavors.

Through both course-integrated activities and independently organized NGO collaborations, these initiatives enable students to gain knowledge and experience in civil society engagement in addition to their academic education. The Social Responsibility Course, conducted in collaboration with the Aegean Forest Foundation, as well as collaborations with İZİKAD and EGIAD, represent examples of such initiatives. Entrepreneurship and societal impact constitute two complementary areas that concretize the Faculty's differentiation identity and translate its mission into practice. These areas ensure that the Faculty's value proposition extends beyond students and employers to society as a whole.

4.2. Value Proposition

The value proposition represents the practical benefits that the Faculty commits to delivering to its stakeholders within its area of strategic success. In alignment with its positioning as a research university, the Faculty has adopted the following value curve based on the Eliminate–Reduce–Raise–Create framework. This curve demonstrates the factors in which the Faculty concentrates its resources and the areas where it creates differentiation.

Table 7. Value Curve

Factors/Preferences	Eliminate	Reduce	Raise	Create
Interdisciplinary projects			X	X
High impact factor publications			X	X
International collaborations			X	
Effective exchange programs			X	
Continuous improvement of education			X	X

Accreditation of educational programs			X	
Alumni engagement			X	X
Lifelong learning			X	
Societal impact activities			X	X
Institutional reputation activities			X	X

The practical stakeholder reflections of the value curve are presented in Table 8 below.

Table 8. Practical Stakeholder Reflections of the Value Curve

Students and Alumni	Employers and Industry	Society
<p>Global Competitiveness: The Faculty provides students with direct international experiences through the SUNY Dual Degree Program, more than 70 Erasmus agreements, the International Week initiative, which has been organized since 2007 to foster international experiences, and thematic online or hybrid projects such as BIP and COIL implemented since 2021. In addition, the multicultural environment created by students from 46 countries further strengthens students' global competencies and international perspectives.</p> <p>Employability: An average employer evaluation score of 98.3 out of 100, together with strong performance in national examinations, provides evidence of graduates' preparedness for the business environment.</p> <p>Contemporary Competencies: The integration of artificial intelligence, data analytics, digital business models, and sustainability topics into the curriculum prepares students for the changing business environment.</p> <p>Personalized Experience: Small class sizes, an open-door policy, and one-to-one academic advising provide a level of individual attention that is difficult to achieve in larger institutions.</p>	<p>The Faculty provides a human resource equipped with an international perspective, ethical awareness, digital competencies, and readiness for professional practice. Through the Advisory Board, industry representatives directly contribute to curriculum development, enabling employers to have a voice in ensuring the relevance and currency of academic programs.</p>	<p>Projects focusing on SDG 5 and SDG 10, collaborations with NGOs (e.g., UN Women, UNHCR, and the Turkish Red Crescent), and volunteering activities position the Faculty as a regional actor in generating societal impact. This value concretely reflects the dimension of the mission related to "supporting the Sustainable Development Goals."</p>

<p>Ethical and Societal Awareness: A value-based educational foundation developed through courses and initiatives addressing gender equality, sustainability awareness, business ethics, and volunteering.</p> <p>Ethical and Social Awareness: A values-based educational foundation fostered through coursework in gender equality, sustainability awareness, business ethics, and volunteerism.</p>		
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4.3. Core Competency Preferences

Core competencies are the distinctive and difficult-to-imitate capabilities that enable the Faculty to deliver its value proposition in a sustainable manner. In order to maintain its position as a research-oriented university, the Faculty has identified strong research capabilities among its academic staff and the transformation of research outcomes into value-generating outputs as its core competencies. The Faculty of Business has chosen to concentrate its investments on five key competency areas:

- ① **High-Quality Research Production:** A 95.5% Scholarly Academic (SA) faculty rate, a publication profile predominantly composed of Q1/Q2-ranked studies, and a funded project capacity constitute core competencies that support the Faculty's mission of conducting high-quality research.
- ① **Internationalization Infrastructure:** The International Student and Scholar Office (ISSO), operating since 1997, together with international network memberships and dual degree program management capacity, represents a key capability that enables the Faculty's international value proposition.
- ① **Quality Assurance and Continuous Improvement:** An institutional learning cycle integrating AACSB AoL, Bologna, and THEQC processes, supported by more than 95% academic participation, constitutes a core capability for continuous improvement.
- ① **Digital and Artificial Intelligence Adaptation:** Mandatory artificial intelligence awareness trainings, AI/GPT-related courses, and the digital learning infrastructure supported by DEUZEM ensure the continuous relevance and currency of the curriculum.
- ① **Revenue Generation and Resource Development:** The SUNY Dual Degree Program represents a distinctive capability that supports internationalization activities and provides the Faculty with relative financial flexibility.

4.4. Dimensions of Differentiation and Competitive Positioning

The three fundamental strategic choices converge around the tangible differentiation dimensions that distinguish the Faculty from its competitors. These dimensions are also aligned with the Faculty's thought leadership objectives.

Dimension 1 — Depth of Internationalization: Dual degree programs, intensive exchange mobility, and international research collaborations.

Dimension 2 — Leadership in Sustainability and Societal Impact: An SDG-oriented curriculum, projects, and award-winning initiatives (e.g., the QS Reimagine Education Award) provide the Faculty with a value-driven brand identity.

Dimension 3 — High-Quality, Practice-Oriented Research: A research portfolio with an increasing emphasis on application and integration, providing insights for businesses and policymakers, combines academic excellence with societal and sectoral impact.

Dimension 4 — Multi-Dimensional International Accreditation: The integration of the AACSB accreditation process with ACCA, CFA, and NIBS accreditations provides a distinctive assurance framework by offering graduates tangible benefits such as certification exemptions and scholarship opportunities.

The matrix below summarizes the Faculty’s positioning in comparison with typical regional competitors.

Table 9. Competitive Positioning

Dimension	Typical Regional Competitor	DEU Faculty of Business
Language of education	Predominantly Turkish	English (First in the Region)
Accreditation	National accreditation	AACSB Accreditation Process + ACCA + CFA + NIBS
International program	Limited exchange	SUNY Dual Degree + 70+ Erasmus
Disciplinary structure	Business departments only	International Relations Department within the Faculty
Research profile	Mixed	95.5% SA · 66% Q1/Q2 WoS
Classroom experience	Large class sizes	Small class sizes · Open-door approach
Identity emphasis	General business	Sustainability and societal impact

5. STRATEGY FORMULATION

5.1. Goals and Objectives

In accordance with Dokuz Eylül University’s strategic objectives, targets, and performance indicators, and aligned with the Faculty of Business’s mission and vision, the following strategic objectives, targets, and performance indicators are presented below.

Table 10. Strategic Goals and Objectives

RESEARCH
GOAL 1- Strengthening the Research Mission
H1.1 Enhancing the Capability of Human Resources to Conduct High-Quality and Effective Research
H1.2 Strengthening International and Operational Infrastructure in Research
H1.3 Increasing High-Impact and High-Quality Scientific Outputs
H1.4 Enhancement of Interdisciplinary and/or Interactive Scientific Outputs
ENTREPRENEURSHIP AND INNOVATION
GOAL 2- Fostering Entrepreneurship and Innovation

- H2.1 Strengthening the Infrastructure for Research and Development (R&D), Entrepreneurship, and Innovation
- H2.2 Increasing Commercializable and Public Value-Creating Innovative Outputs
- H2.3 Enhancing the Effectiveness of Entrepreneurship Activities

EDUCATION AND TRAINING

GOAL 3- Enhancing the Quality of Education and Training

- H3.1 Supporting the Education- and Training-Oriented Professional Development of Academic Staff
- H3.2 Strengthening the Education and Training Infrastructure
- H3.3 Continuous Improvement and Enhancement of Education and Training Programs
- H3.4 Advancing Internationalization in Education and Training
- H3.5 Enhancing Students' Motivation for Learning

INTEGRATION WITH SERVICES AND STAKEHOLDERS

GOAL 4- Integration with Services and Stakeholders

- H4.1 Strengthening Institutional Belonging among Internal Stakeholders, Students, and Alumni
- H4.2 Increasing the Societal Impact of Sustainability-Oriented Initiatives and Society-Centered Services
- H4.3 Strengthening Lifelong Learning Activities
- H4.4 Improving the Quality of Healthcare Services
- H4.5 Enhancing Institutional Reputation

INSTITUTIONAL CAPACITY

GOAL 5- Enhancing Institutional Capacity

- H5.1 Strengthening Human Resources Capacity, Socio-Technical and International Infrastructure
 - H5.2 Strengthening the Quality Assurance System Across All Institutional Processes
 - H5.3 Advancing Digital Transformation
-

In line with the mission of the Faculty of Business, the goals and objectives set forth in the Dokuz Eylül University Strategic Plan (2026-2030) have been adapted, and a set of Faculty-specific strategic objective cards has been developed. While many of these objectives are aligned with the University's Strategic Plan, objectives that are monitored at the Rectorate level or fall outside the Faculty's scope of responsibility have not been incorporated into the Faculty's objective cards. In addition, performance indicators that are not explicitly included in the University's Strategic Plan but are considered essential for advancing the Faculty's mission and strategic priorities (such as indicators related to sustainability-focused scholarly publications) have been introduced.

Performance indicators adopted directly from the University's Strategic Plan have been incorporated into the objective cards using their original identification codes. To monitor the Faculty's specific strategic priorities, additional performance indicators have been introduced and designated by appending a letter to the corresponding University indicator code (e.g., PG1.1.5.a). This coding approach preserves the relationship between the Faculty-specific indicators and the University's performance indicators while ensuring their clear differentiation.

5.2. Performance Indicators (PIs)

The performance indicators linked to the strategic goals and objectives, along with their latest values and five-year targets, are presented in the tables below (Tables 11-23). These tables, structured as objective cards, provide the following information for each strategic goal and its associated objectives:

- 📍 Responsible unit

- ① Risks
- ① Identified issues

5.3. Objective Cards

The five-year values of the performance indicators associated with specific strategic goals and objective cards are presented in Tables 11-23 below.

Table 11. Objective Cards and Performance Indicators: Goal A1/Objective H1.1

Goal A1	Strengthening the Research Mission				
Objective H1.1	Enhancing the Capability of Human Resources to Conduct High-Quality and Effective Research				
Name of the Relevant Program/Sub-Program	Research, Development and Innovation/Scientific Research and Development in Higher Education				
Sub-Program Objective Associated with the Goal	Developing Competent and Research-Oriented Academics Capable of Generating and Disseminating Knowledge				
Performance Indicators	2026	2027	2028	2029	2030
PG1.1.1 Number of academic staff participating in research competency development trainings	40	40	40	40	40
PG1.1.1.a Number of training programs aimed at enhancing research competencies	5	5	5	5	5
PG1.1.3 Number of academic staff participating in international mobility activities	16	16	16	17	17
PG1.1.4 Number of associate degree, undergraduate, and graduate students involved in research projects	32	34	36	38	40
PG1.1.5 Number of academic staff participating in research projects	38	40	42	44	45
PG1.1.5.a Number of academic staff participating in projects related to entrepreneurship and sustainability	6	8	8	10	10
Responsible unit	Dean's Office and Department Chairs				
Risks	<ul style="list-style-type: none"> ① Lack of clearly defined processes for assessing and monitoring research competencies ① Insufficient academic incentives and reduced motivation ① Failure to achieve the desired research quality due to limited development of interdisciplinary and international collaborations 				
Identified issues	<ul style="list-style-type: none"> ① Insufficient number of research assistants ① Imbalanced workload among researchers 				

Table 12. Objective Cards and Performance Indicators: Goal A1/Objective H1.3

Goal A1		Strengthening the Research Mission				
Objective H1.3		Increasing High-Impact and High-Quality Scientific Outputs				
Name of the Relevant Program/Sub-Program		Research, Development and Innovation/Scientific Research and Development in Higher Education				
Sub-Program Objective Associated with the Goal		Enhancing Innovation-Oriented Scientific Studies in Higher Education Institutions				
Performance Indicators	2026	2027	2028	2029	2030	
PG1.3.1 Number of publications in journals ranked in the top 50% percentile within the relevant Web of Science (WoS) indexes (SCIE, SSCI, AHCI)*	33	35	37	39	41	
PG1.3.1.a Number of articles published in journals indexed in the Web of Science Core Collection (SCI-Expanded, SSCI, AHCI, ESCI)	44	45	46	48	50	
PG1.3.1.b Number of articles published in journals indexed in SCOPUS, ProQuest ABI/INFORM, EBSCO, and EconLit	19	24	29	34	39	
PG1.3.1.c Number of national books and book chapters	12	12	14	14	14	
PG1.3.1.d Number of international books and book chapters	20	20	21	21	21	
PG1.3.1.e Number of proceedings presented at national conferences	14	14	15	16	18	
PG1.3.1.f Number of proceedings presented at international conferences	45	48	50	52	54	
PG1.3.1.g Number of peer-reviewing, evaluator, or panelist activities performed for national (BAP, TÜBİTAK, etc.) and international (Horizon Europe, etc.) granting agencies	40	42	44	46	48	
PG1.3.1.h Number of publications related to entrepreneurship (articles, books, book chapters)	10	12	12	14	14	
PG1.3.1.i Number of publications related to the Sustainable Development Goals (articles, books, book chapters)	102	112	122	132	142	
PG1.3.1.j Number of academic staff receiving publication/publication incentive awards (from the Faculty, University, TÜBİTAK, etc.)	3	4	5	5	6	
PG1.3.1.k Number of faculty members receiving the Academic Incentive Award (YÖK)	42	42	42	42	42	
PG1.3.2 Number of citations per faculty member indexed in Web of Science (SSCI, SCIE, AHCI) during the last five years	7	8	9	10	11	

PG1.3.2.a Number of citations received by publications from the last five-year period (Google Scholar)	660	670	680	690	700
PG1.3.3 Number of Dokuz Eylül University (DEÜ) periodicals indexed in Web of Science (WoS) and Scopus	0	0	1	1	1
PG1.3.4 Number of externally funded national and international projects accepted in the relevant year	2	2	3	4	4
PG1.3.4.a Number of externally funded national projects accepted in the relevant year	1	1	1	2	2
PG1.3.4.b Number of externally funded international projects accepted in the relevant year	1	1	2	2	2
PG1.3.5 Number of publications resulting from graduate-level studies in the priority research, development, and innovation areas defined by the Council of Higher Education (YÖK) for Research Universities	6	7	8	9	10

Responsible unit	Dean's Office and Department Chairs
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Risks

- ❗ Challenges in the publication process of high-impact (Q1 and Q2) publications
- ❗ Failure to translate scientific outputs into economic and societal value and communication gaps

Identified issues

- ❗ Insufficient number of high-quality international publications and projects in certain fields
- ❗ Insufficient incentives for high-quality publications and inadequate financial support for research activities
- ❗ Lack of awareness regarding available research support mechanisms

Table 13. Objective Cards and Performance Indicators: Goal A1/Objective H1.4

Goal A1	Strengthening the Research Mission				
Objective H1.4	Enhancement of Interdisciplinary and/or Interactive Scientific Outputs				
Name of the Relevant Program/Sub-Program	Research, Development and Innovation/Scientific Research and Development in Higher Education				
Sub-Program Objective Associated with the Goal	Enhancing Innovation-Oriented Scientific Studies in Higher Education Institutions				
Performance Indicators	2026	2027	2028	2029	2030
PG1.4.1 Interdisciplinary Publication Rate (%)	49	50	51	52	54
PG1.4.2 Inter-University Collaborative Publication Rate (%)	60	60	61	61	61
PG1.4.3 International Collaborative Publication Rate (%)	46	47	48	49	50
PG1.4.4 University-Industry Collaborative Publication Rate (%)	0.02	0.03	0.04	0.04	0.05
PG1.4.5 Number of academic staff participating in European Cooperation in Science and Technology (COST) networks	8	8	9	9	9
Responsible unit	Dean's Office and Department Chairs				
Risks	<ul style="list-style-type: none"> ① Failure to achieve alignment and effective communication within the interdisciplinary and collaborative research culture ① Barriers to publishing and disseminating interdisciplinary research outputs ① Limited engagement with international universities for conducting interdisciplinary research activities 				
Identified issues	<ul style="list-style-type: none"> ① Insufficient interdisciplinary research outputs ① Insufficient outputs due to challenges in stakeholder engagement and interaction ① Lack of prioritization of collaborative research in funding opportunities ① Insufficient participation in international research networks ① Insufficient utilization of the opportunities provided by the Research University status ① Limited visibility in national and international collaboration networks compared to the existing potential 				

Table 14. Objective Cards and Performance Indicators: Goal A2/Objective H2.1

Goal A2	Fostering Entrepreneurship and Innovation				
Objective H2.1	Strengthening the Infrastructure for Research and Development (R&D), Entrepreneurship, and Innovation				
Name of the Relevant Program/Sub-Program	Research, Development and Innovation/Research Infrastructures				
Sub-Program Objective Associated with the Goal	Enhancing Innovation-Oriented Scientific Studies in Higher Education Institutions				
Performance Indicators	2026	2027	2028	2029	2030
PG2.1.3 Number of entrepreneurship programs conducted within DEPART (Bambu)	11	15	19	23	27
PG2.1.4 Number of assignments of academic staff to Technology Development Zones (TDZs) and R&D Centers	3	3	3	3	3
PG2.1.5 Percentage of interdisciplinary projects (%)	41	42	43	44	45
Responsible unit	Dean's Office and Department Chairs				
Risks	<ul style="list-style-type: none"> ❶ Insufficient allocation of resources for R&D, innovation, and entrepreneurship activities ❷ Limited adoption of innovation and entrepreneurship culture among academic staff 				
Identified issues	<ul style="list-style-type: none"> ❶ Insufficient coordination within the R&D, entrepreneurship, and innovation ecosystem ❷ Limited availability of qualified personnel to support the R&D, entrepreneurship, and innovation ecosystem ❸ Limited interdisciplinary collaboration within the R&D, entrepreneurship, and innovation ecosystem ❹ Insufficient local, regional, national, and international R&D collaborations 				

Table 15. Objective Cards and Performance Indicators: Goal A2/Objective H2.2

Goal A2	Fostering Entrepreneurship and Innovation				
Objective H2.2	Increasing Commercializable and Public Value-Creating Innovative Outputs				
Name of the Relevant Program/Sub-Program	Research, Development and Innovation/Scientific Research and Development in Higher Education				
Sub-Program Objective Associated with the Goal	Enhancing Innovation-Oriented Scientific Studies in Higher Education Institutions				
Performance Indicators	2026	2027	2028	2029	2030
PG2.2.2 Number of contracted and externally funded R&D projects conducted through university-industry collaborations	0	0	1	1	0
PG2.2. Number of public benefit-oriented projects conducted with public institutions (local, regional, and national)	3	3	4	4	4
Responsible unit	Dean's Office and Department Chairs				
Risks	<ul style="list-style-type: none"> ① Limited orientation of research priorities toward commercialization-driven innovation approaches ① Limited engagement of researchers in public benefit-oriented innovative projects 				
Identified issues	<ul style="list-style-type: none"> ① Limited number of R&D projects conducted in collaboration with industry ① Limited number of international R&D and innovation project applications, particularly under EU Framework Programmes ① Limited capacity to transform generated knowledge into economic value ① Insufficient level of R&D activities aligned with sectoral needs 				

Table 16. Objective Cards and Performance Indicators: Goal A3/Objective H3.1

Goal A3	Enhancing the Quality of Education and Training				
Objective H3.1	Supporting the Education- and Training-Oriented Professional Development of Academic Staff				
Name of the Relevant Program/Sub-Program	Higher Education Services/Associate Degree Education, Undergraduate Education, and Graduate Education				
Sub-Program Objective Associated with the Goal	Developing Competent and Research-Oriented Academics Capable of Generating and Disseminating Knowledge				
Performance Indicators	2026	2027	2028	2029	2030
PG3.1.2 Number of academic staff participating in training-of-trainers programs	40	40	40	40	40
PG3.1.4 Percentage of academic units providing awards for innovative education and training practices (%)	100	100	100	100	100
PG3.1.5 Number of academic staff exceeding the threshold score in innovative education and training practice awards	2	2	3	3	3
Responsible unit	Dean's Office and Department Chairs				
Risks	<ul style="list-style-type: none"> ❶ Low voluntary participation in training programs ❷ Potential challenges in training design and management due to the diverse needs of internal stakeholders ❸ Insufficient resources to meet the identified needs 				
Identified issues	<ul style="list-style-type: none"> ❶ Limited adoption and dissemination of innovative teaching methods 				

Table 17. Objective Cards and Performance Indicators: Goal A3/Objective H3.3

Goal A3	Enhancing the Quality of Education and Training				
Objective H3.3	Continuous Improvement and Enhancement of Education and Training Programs				
Name of the Relevant Program/Sub-Program	Higher Education Services/Associate Degree Education, Undergraduate Education, and Graduate Education				
Sub-Program Objective Associated with the Goal	Preparing Professionally Competent and Development-Oriented Graduates				
Performance Indicators	2026	2027	2028	2029	2030
PG3.3.2 Number of internationally accredited associate and undergraduate programs	4	5	5	5	5
Responsible unit	Dean's Office and Department Chairs				
Risks	<ul style="list-style-type: none"> ① Limited diversification and insufficiency of feedback mechanisms in program updates ① Frequent implementation of low-impact program updates. ① Insufficient goal alignment and formalistic nature of program update processes 				
Identified issues	<ul style="list-style-type: none"> ① Challenges in the longitudinal assessment of knowledge, skills, and competencies targeted by curricula 				

Table 18. Objective Cards and Performance Indicators: Goal A3/Objective H3.4

Goal A3		Enhancing the Quality of Education and Training				
Objective H3.4		Advancing Internationalization in Education and Training				
Name of the Relevant Program/Sub-Program		Higher Education Services/Associate Degree Education, Undergraduate Education, and Graduate Education				
Sub-Program Objective Associated with the Goal		Preparing Professionally Competent and Development-Oriented Graduates				
Performance Indicators		2026	2027	2028	2029	2030
PG3.4.1 Number of newly enrolled international students in the relevant year (Associate/Bachelor's/Graduate level)*		9	10	10	10	10
PG3.4.2 Number of international joint/dual degree and short-term programs at undergraduate and graduate levels		3	3	3	3	3
PG3.4.2.a Number of internationally scaled academic and educational activities (International Weeks & International Conferences)		10	12	12	12	12
PG3.4.2.b Number of students participating in international short-term education/cultural programs and projects		160	160	165	165	165
PG3.4.3 Number of courses delivered in a foreign language		285	285	285	285	285
PG3.4.4 Number of international graduates		20	20	20	20	20
PG3.4.4.a Ratio of international students to total student population (%)		10	10	10	10	10
PG3.4.5 Number of incoming students, academic staff, and administrative staff through international exchange programs		50	50	50	50	50
PG3.4.5.a Number of bilateral agreements within the scope of international exchange programs (cumulative)		80	80	85	85	85
PG3.4.5.b Number of incoming students through international exchange programs		55	55	60	60	60
PG3.4.5.c Number of outgoing students through international exchange programs		35	35	35	35	35
PG3.4.5.d Number of students pursuing a minor program		11	12	12	12	12
PG3.4.5.e Number of students pursuing a double major program		15	15	15	15	15
PG3.4.5.f Number of internships (national + international)		200	220	225	225	225

PG3.4.5.g Number of courses supported by the Learning Management System (cumulative)	155	160	160	160	160
PG3.4.5.h Accreditations and recognitions obtained from professional institutions and organizations (ACCA & CFA)	3	3	3	3	3
PG3.4.5.i Number of SDG and Entrepreneurship-related courses	62	62	62	62	62
PG3.4.5.j Total number of students enrolled in SDG and Entrepreneurship-related courses (%)*	40	40	40	40	40

Responsible unit	Dean's Office and Department Chairs
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Risks	<ul style="list-style-type: none"> ❶ Failure to meet the need for administrative staff with foreign language proficiency ❷ Failure to provide sufficient cultural adaptation and advisory support for international students ❸ Low contribution of established international collaborations to strategic objectives
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Identified issues	<ul style="list-style-type: none"> ❶ Insufficiencies in the Turkish language proficiency levels of international students ❷ Insufficiency of foreign language-proficient staff ❸ Limited availability of resources required for the sustainability of internationalization activities (e.g., accreditation processes and international promotion activities)
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Table 19. Objective Cards and Performance Indicators: Goal A3/Objective H3.5

Goal A3	Enhancing the Quality of Education and Training				
Objective H3.5	Enhancing Students' Motivation for Learning				
Name of the Relevant Program/Sub-Program	Higher Education Services/Student Life in Higher Education				
Sub-Program Objective Associated with the Goal	Preparing Professionally Competent and Development-Oriented Graduates				
Performance Indicators	2026	2027	2028	2029	2030
PG3.5.1 Number of students benefiting from professional life preparation activities	200	200	200	200	200
PG3.5.5 Number of modules aimed at developing life skills	1	1	1	1	1
Responsible unit	Dean's Office and Department Chairs				
Risks	<ul style="list-style-type: none"> ① Challenges in educational design and management due to diverse student needs ① Low voluntary participation in educational activities ① Inadequate motivation and mentoring activities relative to student population 				
Identified issues	<ul style="list-style-type: none"> ① Low student learning motivation ① Insufficient social, sports, and cultural facilities on campus relative to student population 				

Table 20. Objective Cards and Performance Indicators: Goal A4/Objective H4.1

Goal A4	Integration with Services and Stakeholders				
Objective H4.1	Strengthening Institutional Belonging among Internal Stakeholders, Students, and Alumni				
Name of the Relevant Program/Sub-Program	Management and Support Program/Senior Management, Administrative and Financial Services				
Sub-Program Objective Associated with the Goal	-				
Performance Indicators	2026	2027	2028	2029	2030
PG4.1.1 Number of participants in social, health, cultural, sports, and similar activities organized for internal stakeholders	150	150	150	150	150
PG4.1.4 Number of participants in alumni-university interaction events	200	200	200	200	200
Responsible unit	Dean's Office and Department Chairs				
Risks	<ul style="list-style-type: none"> ① Inability to develop a sense of belonging due to low levels of student satisfaction with services provided ① Failure to secure sufficient financial resources for improving services offered to stakeholders ① Inability to sufficiently increase alumni awareness, interest, and motivation regarding participation in alumni information systems, alumni cards, and similar applications 				
Identified issues	<ul style="list-style-type: none"> ① Logistical challenges arising from the distributed campus structure ① Communication gaps arising from the distributed organizational structure ① Interaction challenges due to a broad and dispersed alumni network ① Lack of systematic engagement with external stakeholders 				

Table 21. Objective Cards and Performance Indicators: Goal A4/Objective H4.2

Goal A4	Integration with Services and Stakeholders				
Objective H4.2	Increasing the Societal Impact of Sustainability-Oriented Initiatives and Society-Centered Services				
Name of the Relevant Program/Sub-Program	Management and Support Program/Senior Management, Administrative and Financial Services				
Sub-Program Objective Associated with the Goal	-				
Performance Indicators	2026	2027	2028	2029	2030
PG4.2.1 Number of participants in societal impact activities	500	500	500	500	500
PG4.2.1.a Number of society-oriented activities (panels, seminars, conferences, etc.) (informative activities/participation in non-research-oriented invited events such as EGIAD events, invited speaker engagements, TV appearances, podcasts, webinars, YouTube, etc.)	3	4	4	4	5
PG4.2.3 Number of sustainability-based projects carried out in collaboration with public institutions, private sector organizations, and NGOs	3	3	3	3	3
PG4.2.3.a NGO-related activities	6	7	7	8	8
Responsible unit	Dean's Office and Department Chairs				
Risks	<ul style="list-style-type: none"> ① Narrowing of the impact area due to low interest and participation in societal contribution activities ① Failure to integrate public institutions, private sector organizations, and NGOs into societal contribution activities 				
Identified issues	<ul style="list-style-type: none"> ① Lack of coordination regarding activities conducted for external stakeholders ① Need to enhance external stakeholder collaboration in sustainability-based actions and society-centered services ① Need to improve mechanisms for announcing and sharing sustainability-oriented actions and society-centered services 				

Table 22. Objective Cards and Performance Indicators: Goal A5/Objective H5.2

Goal A5	Enhancing Institutional Capacity				
Objective H5.2	Strengthening the Quality Assurance System Across All Institutional Processes				
Name of the Relevant Program/Sub-Program	Management and Support Program/Senior Management, Administrative and Financial Services				
Sub-Program Objective Associated with the Goal	-				
Performance Indicators	2026	2027	2028	2029	2030
PG5.2.3 Rate of preparation and implementation of the minimum documentation defined in accordance with THEQC requirements across units (%)	80	85	90	95	100
PG5.2.4 Number of best practices approved by the Quality Commission	0	0	0	0	1
PG5.2.5 Number of PDCA cycles completed in response to the failure to achieve the targets defined in the Strategic Plan	0	1	1	2	2
Responsible unit	Dean's Office and Department Chairs				
Risks	<ul style="list-style-type: none"> ❶ Failure to disseminate and foster a quality culture across the institution ❷ Failure to effectively implement quality processes due to the perception that they are overly bureaucratic and time-consuming ❸ Failure to implement quality assurance system processes consistently across all organizational units in an integrated manner 				
Identified issues	<ul style="list-style-type: none"> ❶ Lack of awareness regarding the importance of stakeholder analyses for improvement ❷ Need to strengthen interaction among University Quality Coordinators for the dissemination of best practices ❸ Deficiencies in the digitalization of quality assurance system processes 				

Table 23. Objective Cards and Performance Indicators: Goal A5/Objective H5.3

Goal A5	Enhancing Institutional Capacity				
Objective H5.3	Advancing Digital Transformation				
Name of the Relevant Program/Sub-Program	Management and Support Program/Senior Management, Administrative and Financial Services				
Sub-Program Objective Associated with the Goal	-				
Performance Indicators	2026	2027	2028	2029	2030
PG5.3.1 Number of training programs organized on digital transformation	1	1	1	1	1
PG5.3.2 Number of processes mapped within the scope of digital transformation	0	1	0	0	1
Responsible unit	Dean's Office and Department Chairs				
Risks	<ul style="list-style-type: none"> ❶ Potential user resistance to the adoption of digital systems ❷ Failure to establish the infrastructure, technological equipment, and organizational capacity required to support digital transformation ❸ Data security issues and cybersecurity threats 				
Identified issues	<ul style="list-style-type: none"> ❶ Insufficiency of the integrated management information system ❷ Deficiencies in data flow and data quality ❸ Need for improvement in information and communication security ❹ Failure to integrate technologies such as cloud computing, the Internet of Things (IoT), machine learning, artificial intelligence, cybersecurity, blockchain, and big data infrastructure into the system ❺ Low level of digital maturity relative to institutional potential 				

6. MONITORING AND EVALUATION

The Faculty of Business administers the implementation, monitoring, and evaluation of its 2026-2030 Strategic Plan in accordance with Law No. 5018 on Public Financial Management and Control, the Regulation on the Procedures and Principles Concerning Strategic Plans, Performance Programs, and Annual Activity Reports to Be Prepared by Public Administrations, and the Strategic Planning Guide for Universities. These processes are also informed by internationally recognized principles and guidelines on strategic planning, performance management, and continuous improvement adopted within the framework of international accreditation initiatives. Accordingly, the Faculty adopts a monitoring and evaluation system that is aligned with Dokuz Eylül University's institutional approach to strategic management, quality assurance, and performance management.

In line with the strategic management infrastructure and performance monitoring mechanisms established by the University, the processes related to the implementation of the Strategic Plan at the Faculty are systematically monitored, the data obtained are regularly analyzed, and the results are evaluated through a continuous improvement approach. Accordingly, the Faculty ensures not only the preparation of the Strategic Plan but also its effective implementation, systematic monitoring of outcomes, and timely execution of necessary improvement actions. Within the scope of the Strategic Plan, the defined objectives, targets, and performance indicators are monitored twice a year, in June and December, and the level of achievement is evaluated based on data obtained from the relevant academic and administrative units. Monitoring results are analyzed to identify the underlying reasons for deviations from targets, plan necessary corrective and preventive actions, and ensure the effective and efficient utilization of resources.

At the end of each calendar year, the strategic plan performance is comprehensively evaluated through the **Activity Report** and the **Faculty Performance Indicators Monitoring Report**, which are prepared by the Dean's Office and submitted to the Rectorate. These reports present the achievement levels of objectives and targets, developments in performance indicators, identified risks, improvement initiatives, and recommendations for the following period. The activity and evaluation reports prepared by the Faculty not only serve as inputs for the Faculty's quality assurance processes but also contribute to the University's strategic plan monitoring and evaluation activities.

Within the monitoring and evaluation process, performance indicators are regularly reviewed in terms of their relevance, effectiveness, efficiency, and sustainability. When deemed necessary, performance results are evaluated by relevant committees and boards, and improvement decisions are implemented in accordance with the PDCA (Plan-Do-Check-Act) cycle. Through this approach, the Faculty aims to ensure that the Strategic Plan functions as a dynamic management tool and continuously contributes to institutional development and improvement.